AN EVALUATION OF

FOR NEW

AND A STUDY OF

NEEDS AND

# READING MATERIALS

LITERATES

THEIR READING

INTERESTS

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JAMIA MILLIA : NEW DELHI

1958

First Edition June 1958—1000 Impressions

*Price* : Rs. 15·00, $ 4·50, 30 sh.

Book Printed at Surendra Printers Private Ltd. Delhi
Only Title Printed at the Pilot Press, Churiwalan, Delhi.

## PREFACE

The studies described in these chapters have been carried out mainly with the assistance of the Ministry of Education and Scientific Research Government of India, and partially of the Cultural Activities Department, UNESCO.

These studies in the field of adult literacy teaching in India belong to the type called 'action research'. They are more in the nature of a broad survey and assessment of different aspects of the literacy teaching programmes in the country, than pure research. They are meant rather for the workers in the field *e. g.* the planners of literacy programmes, Social Education Organisers, Block Development Officers, librarians, authors, and producers of reading materials for new litrates than for the research workers as such. Nevertheless, it is hoped that the different facets of the problem focussed in these studies will stimulate thinking and throw light on many areas requiring further explorations in this field; and these in turn may prove of interest to academicians and researchers also.

It is not possible to acknowledge here the valuable assistance and cooperation that we have received from different institutions and individuals in carrying out this study. But it would not be fair if we do not gratefully acknowledge the technical asistance received from time to time from Shri Sohan Singh. Assistant Educational Adviser to the Ministary of Education and Scientific Research, Government of India; Shri Udai Pareek, Psychologist and Shri J. K. Shukla, Director, National Institute of Basic Education, New Delhi; Shri K. G. S. Rama Rao, Director, Central Bureau of Educational and Vocational Guidance, New Delhi; Dr. W. T. V. Adiseshiah, Senior Scientist, Defence Science Organization, New Delhi; Shri P. S. Choudhuri, and Shri N. S. Choudhuri Assistant Directors Central Statistical Organization, New Delhi and

Shri S. Anand Rao, Technical Assistant, Department of Economics and Statistics, Ministary of Food and Agriculture, Govenment of India, New Delhi.

We are also grateful to the Deputy Directors of Education (Social Education) and Development Commissioners (Social Education) of the States we visited. We would specially like to mention Shri G. L. Shukla, Director, Social Welfare Depart ment, M. P.; Shri Uma Shanker Gaur, Dy. Director (Social Education), Rajasthan; Shri N. R. Gupta, Dy. Director (Social Education), Delhi and Shri B. M. Pande, Assistant Development Commissioner (Social Education), U. P., who provided all possible help in their States and took personal interest in the project.

The field study would have been impossible if the District Planning Officers, Block Development Officers and the Social Education Organisers of the Blocks we visited, had not extended their full cooperation and sometimes gone out of their way to help us. We are indeed very grateful to them and we would specially like to extend our sincere appreciation and thanks to Shri G. P. Agarwal, Divisional Welfare Officer, Bilaspur; Shri D. Ranadive, Divisional Welfare Officer, Nagpur; Shri V. D. Pachori, Divisional Welfare Officer, Jabalpur; Shri H. N. Sharma, Block Development Officer, Anta; Shri S. M. Pareek, Social Education Organiser, Anta; Shri G. P. Saxena, Social Education Organiser, Sawi Madhopur; Shri Gopal Lal D. Kalla and Smt. B. Mukerji, Social Education Organiser, Sanganer; Shri Rup Chand, Social Education Organiser, Raisinghnagar; Shri M. K. Agarwal, Social Education Organisers Muzaffarnagar, Shri U. D. Shukla, District Planning Officer Shahjahanpur; Shri I. D. Sharma, Assistant Planning Officer Banda, Shri M. V. S. Dhesi, District Planning Officer, Ballia; Shri Lalji Singh, Block Development Officer, Garwar; Shri J. K. Mehra; Project Executive Officer, Bikram; Shri M. Younus, Acting District Magistrate Saharsa and Shri A. R. Sarangi, Project Executive Officer Champaran.

Shri G. K. Sheopuria and Kumari Arundekar, Social

Education Organisers, Hoshangabad Development Block, were with us everywhere in Madhya Pradesh, to help us interview the respondents. We are thankful to them for taking a very keen interest in the study and working with us in interviewing the respondents with zeal and interest

We would also like to thank Shri Devi Sahai Gupta and Shri Gajanan Verma who helped us in the interview and Shri Surendra Balupuri who took considerable pains to revise the manuscripts of the 12 books produced along with this study. We had planned to get the books illustrated by notable artists with a view to improve the quality of illustrations in follow up books. We approached a few of them with an appeal to help us in the cause and we are grateful to Shri Satish Gujral, Shri S. Sehgal, Shri K. K. Hebbar, and Shri B. Verma for agreeing to illustrate these books or find other artists and supervise their work.

Last but not the least, my thanks are due to my colleagues without whose active cooperation and tireless efforts the study would not have been completed, nor its report printed. I am particularly thankful to Shri M. Rafiq and Shri Dharm Vir who were mainly responsible for preparing the design of the study and analysing data, Shri Mohd. Anas who almost literally burnt midnight oil typing the huge mass of manuscript over and over again and Shri Abdur Rashid who very painstakingly supervised the printing.

**Mushtaq Ahmed**

New Delhi, Aug. 57. Director

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# I

# INTRODUCTION

Adult literacy constitutes an integral part of the community development and social education movement in India. In the midst of controversies about the utility of literacy teaching and its nature, it may not be safe to hazard a definition of the term or to enumerate advantages obtained exclusively by virtue of attaining literacy. And yet many will perhaps agree that literacy is one of the media for knowing and learning the ideas of others and a convenient and economical means of communicating and giving concrete form to one's own ideas. By reading books and other printed material, one can widen the horizon of one's knowledge of the past and the present and know the conjectures and the predictions of others about the future. This may create confidence in a man about his own ideas and convictions and may enable him to see things in a broader perspective. Perhaps these were the considerations which led the President of Mexico to declare at the inauguration of the literacy campaign of 1944 :

> I know well enough that the education of a people does not reside exclusively in the elimination of illiteracy, but I am also convinced that the first indispensable step is to learn to read and write. (3 : 13).

It is common knowledge that soon after independence, one of the first steps that Mexico took for the emancipation and development of its people was to establish schools for children and to teach adults to read and write. Their slogan was *educar es redimir los de abajo* (to educate is to redeem the down-trodden masses).

Other things being equal, a literate person is credited with a certain amount of social prestige which is denied to one who is unable to read and write. In India, the need for all round development in the life of the people is imperative.

With the initiation of the Five Year Plans and other measures taken for material and cultural improvement, it is essential to disseminate new ideas among the people. Radio, television and other audio-visual aids will play their part, but they are not so cheap, convenient and practical as buying a book or borrowing it from the library and reading it. Perhaps it is not doing justice to audio-visual aids themselves to imagine that they can replace the printed word in the life of a nation. They can no doubt supplement the printed word, but not supplant it. These and many others are the considerations that necessitate the effort of making people literate—of course in a functional manner—so that in their daily struggle for a better living literacy may also be a helpful tool.

Once this position is granted, however, a host of other problems crop up: problems of motivation, problems of organising and administering the class, distributing the reading material, taking stock of the progress achieved by the student, and following him in his life and vocation to see how far and in what manner he utilizes the knowledge and the skills he has acquired. This last aspect of the literacy teaching programme is as important as the organisation of the class and the production and distribution of reading material. In a world such as ours today, perhaps the social conscience of man cannot allow him to let his fellow-beings follow the path of passivity and decline. Every individual is expected and in a sense compelled to live an active life which may be of good for him and for society at large. So, once a man becomes literate, the social reformer or the state must see what he does with his newly acquired skills; what kinds of reading material he is interested in; whether he is able to understand the literature published for him; whether he is able to derive benefit from it; whether it conforms to the cultural, social, and political norms and values set up by his and community the world he lives in.

In March 1956, the Research, Training and Production Centre of the Jamia Millia, in cooperation with the Indian

Adult Education Association, undertoook a few studies to investigate some of the above aspects of adult literacy in India. The studies cover the following topics :

1. Evaluation of follow up reading materials produced in Hindi for the new literates.
2. Assessment of the reading needs and interests of new literates.
3. Assessment of the techniques of production of follow up reading materials in Hindi.
4. Enunciation of guiding principles for producing reading materials for new literates in Hindi according to Indian conditions.
5. Production of specimen books as a result of the studies.
6. Assessment of the Delhi Public Library's programme for the production of 36 books for the new literates (special project).

The above topics required objective study and field research. A short description of the procedures adopted to collect, analyse and collate data in connection with the above items of study is given below :

**1. Evaluation of follow up books**

The follow up books produced in Hindi by the specialised and some other important agencies in different states of India were collected. They amounted to 797 titles. In addition to these books, nine periodicals published weekly, fortnightly or monthly for new literates were also collected.

The agencies producing this kind of reading material were classified in 3 categories : (1) government (2) voluntary and (3) private publishers. It was decided to take a 10% sample of the total number of the books. "The hundred books of Mahmood Series", published by Pustak Bhandar, Patna, were excluded from the same as they were not in circulation. All the four books published by Delhi Public Library were also excluded from the sample as they were treated separately. One

copy of each of the well-known periodicals published in the states for the new literate was also included in the sample. A general random selection of the follow-up books, did not appear to be doing justice to the vast and heterogeneous material. The books were, therefore, first classified in the following 10 categories :

1. Agriculture and cooperatives
2. Social studies
3. Epics and biographies
4. Literature
5. Spare time occupations
6. Recreation
7. Religion and ethics
8. Health and hygiene
8. General science and technology
10. Direct development themes.

A 10% random sample was taken from each category. Thus the material was divided first in terms of the agencies, i.e. government, voluntary, and private, and then in terms of the 10 categories enumerated above. In this way, 69 books and 5 periodicals were selected for evaluation, and out of these, 60 books and 4 periodicals could be tested successfully in the field.

**The approach**

Because of the limitations of 'formula evaluation' and the absence of a formula for evaluating follow up books in Hindi, it was decided to take these selected books and periodicals to the field to test their readability upon the new literates. It was also decided that. after having their responses, the content of these books should be analysed, as it might not be possible for a new literate himself to reveal a number of qualitative factors such as the choice of content, treatment, authenticity of facts, language and printing errors and the causes of the difficulty of the material.

The approach made it necessary to determine and find a

solution of the following problems :

A. Who is a new literate ?

B. How many new literates should be selected for giving their judgments on these books, and from what areas ?

C. In what manner should their judgment be secured ?

**A. Who is a new literate ?**

It proved difficult to determine the concept of a 'new literate'. On the face of it, it seemed easy to consider all those as new literates who had been examined by the authorities concerned and awarded a certificate for passing the literacy test. But, in fact, the issue proved far more complex. The new literate population is not homogeneous. There are vast differences in the period of teaching, the syllabus, the books taught, the way of giving the final test, in addition to the factor of dialectal differences from region to region that might affect familiarity with and comprehension of the vocabulary contained in the books. Another phenomenon to be considered was the following : As literacy is one of the activities of Social Education in India, the literacy classes are generally conducted in what are called Social Education "Centres" or "Classes". In these centres or classes other activities besides literacy teaching are carried on, and the test given to the student by the authorities measures not only his ability to read and write but also his general knowledge, participation in community programmes, capacity for group work etc. Sometimes the tests are constructed on such lines that a student can easily get pass marks if he can read even haltingly a small paragraph, write a line or two and in addition remember a few items of general knowledge such as the advantages of cleanliness and the name of the Prime Minister of India.

It was, therefore, decided to evolve a 'test passage' to ascertain at least the minimum ability of those declared 'literate' by different state authorities, to read and comprehend, and accept them as literate for the purposes of this study only after a test. Keeping in view the recommendation of Gray that a

new literate must be able to read and understand 90% of what he reads, provided the material is constructed with a vocabulary known to him, and after long deliberation and field investigation, it was decided that if a 'new literate' could read 90% of the test passage correctly and comprehend at least 50% of what he read, he could be considered literate. Otherwise the responses of a person, who did not possess even this minimum standard (although holding a literacy certificate from the state authorities) would invalidate the whole study and prove every book, however easy, to be unfit and above standard.

Now the question was on what basis this test passage should be constructed so that it could be fair to the 'new-literate' of different states and to the producers of the materials as well. It may be remembered that follow up books are to be read by the new literate after he has acquired a certain amount of ability and skill *in the class*. The test passage would therefore have to be in keeping with that ability and skill. So all the states in the Hindi speaking area of India were requested to send us a set of the textbooks which were taught in the classes*. Altogether 27 such books were analysed and 12164 running words were counted. Out of these running words 300 different words were found to be common in all the textbooks of all the states and of these 70 were repeated not less than 5 times in the textbooks of any one of the states. It was decided to construct the test passage on the basis of these words. But then it was noticed that all the words were very simple to read and understand and it would not be possible for an author to convey any kind of worthwhile idea within this vocabulary. Hence, in order to raise the standard of the passage 21 new words, 4 of them a bit difficult to read, but easy to understand and the rest very easy and common, were added to 52 words taken out of the 70 words,

*It was not possible to secure the text books used in Bihar in spite of repeated efforts. It was found later that different textbooks were used in different districts. The choice of books depended mostly upon the teacher.

and a test passage, containing a simple running story, was constructed. It consisted of 251 running words and 73 different words (52+21). (See Schedule B of Annexure A).

Due to the limitations of time and funds the standardization of the test passages was not practicable, yet the difficulty level of this passage was assessed in the field. The passage was pre-tested in a number of villages in Delhi and it was found that on an average the new literates secured 50% marks on this passage in comprehension.

The difficulty level of the test passage was further checked in the field to find out some grade norms. The passage was tried on 53 students who had just passed their fourth standard. These students were selected from four basic schools situated in the villages of Mehrauli Circle of Delhi.

The median of the marks obtained by these students on the passage was found as lying at 14·82 (out of 28 marks) *i.e.* slightly above 50% of the maximum marks. The quartile deviation from the median came to 3·75.

The test passage was also administered to 10 students who had just passed their fifth standard. The median of scores fell at 21·0 marks *i.e.* 75% of the maximum marks. The mean of the scores secured by these students came to 18·6 *i.e.* 66·4% of the maximum marks kept for the comprehension of the passage. The testing indicated that the test passage was of such a standard that students of the rural areas who had had 4 years of schooling could obtain 50% marks but rather easy for those who had had 5 years of schooling, as they obtained 75% marks. It may be mentioned here that Gray (18) has suggested that a new literate should have the ability of reading and writing equivalent to a student who has successfully completed 4 years of schooling.

As this passage included, except for the additional words, only those words which were supposed to have been taught to every new literate irrespective of his syllabus, period of schooling, dialectal and occupational differences, sex and age, it was considered a fit instrument for measuring in, all the

states, at least the minimum of literacy which a new literate possessed.

There was also the danger that we might test people who had relapsed into illiteracy after leaving the class, due to loss of contact with books. To minimise this particular danger, the sample of new literates was selected from among the 'graduates' who had received the literacy certificate in the immediately preceding session *i.e.* 1955-56.

**B. How many new literates to be interviewed and from which area ? —the problem of sampling**

In order to be able to generalise the results of the findings, it was necessary to take a representative random sample of the new literates from the total Hindi speaking areas of India. This seemed to pose insurmountable difficulties. These studies were to be completed in 15 months. The Union Ministry of Education did not have the exact figure of the population made literate during 1955-56, the figures available with the Ministry related to 1953-54, and perhaps it would have been impossible for the state governments to furnish the figures for 1955-56 within a month or two. We, therefore, decided to take a large and representative sample of new-literates from the 5 Hindi speaking states of India, i.e. Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar. Considering the time and funds available and that if 10 new literates from different states of the Hindi speaking area gave their judgment on each of the selected books and periodicals* it would be adequate, it was decided to interview 780 new literates in all.

Having regard to the various ethnic and dialectal peculiarities and the limitations of time and funds available, each state was divided into four regions, so that each region

| | |
|---|---|
| *General follow up books | 69 |
| Books of Delhi Public Library | 4 |
| Periodicals | 5 |
| Total | 78 |

might be culturally and dialectally homogeneous. From each region one district was selected at random, thus selecting four districts from each state. Unfortunately, again owing to the limitations of time and funds, it became difficult to abide strictly by the scheme envisaged above. In Madhya Pradesh and Bihar only 3 districts could be visited instead of 4. Delhi* state was divided into 4 circles, out of which 3

Table 1

**Number of new literates interviewed from different districts/circles of the Hindi speaking states.**

| *State* | *Districts/Circles* | *No. of New literates interviewed* | |
|---|---|---|---|
| Madhya Pradesh | Betul | 54 | |
| | Drug | 102 | |
| | Hoshangabad | 140 | 296 |
| Rajasthan | Kotah | 74 | |
| | Sawai Madhopur | 80 | |
| | Jaipur | 82 | |
| | Ganganagar | 57 | 293 |
| Delhi | Alipur circle | 88 | |
| | Mehrauli circle | 59 | |
| | Najafgarh circle | 78 | 255 |
| Uttar Pradesh | Muzaffarnagar | 76 | |
| | Shahjehanpur | 80 | |
| | Banda | 59 | |
| | Ballia | 84 | 299 |
| Bihar | Patna | 79 | |
| | Saharsa | 48 | |
| | Champaran | 74 | 201 |
| | Grand Total | | 1314 |

*Delhi state has no districts but only circles.

could be visited. In all 149 villages were visited from 17 districts and circles of Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar.

A very pertinent question can be raised here about the statistical reliability of the sample. Although great care was taken in dividing each area in terms of cultural and dialectal units, and although the number of new literates from each unit was fairly large, the sample does not satisfy rigid statistical requirement. The actual population of the new-literates during 1955-56 in the different Hindi-speaking states, could not be known and as if that was not enough, it was found quite impossible to adhere to a strict random sampling technique at the village level. Sometimes the village selected at random turned out to be inaccessible in that season. Sometimes it was found that the Village Level Workers and the literacy teachers who were there during 1955-56 had been transferred and it would be difficult to get to the new literates without them. Sometimes the new literate whose name came in the random sampling was either not in the village or was sick or too busy to take the interview. On top of all these difficulties quite a large number of those who were selected for the interview failed to read or comprehend the passage, though they held a literacy certificate. This made it neccessary to select a substitute from those available, so as to get the required number of new literates of standard ability to evaluate the follow up books.

**C. In what manner was the judgment to be secured ?**

Undoubtedly the fact of looking at things as a whole has its own value, but there are situations where the whole has to be analysed into its component parts to enable us to understand its structure and nature. To take a gestalt or analytical view depends on the intention and purpose of the evaluator. In this study, attention was to be focussed on questions why and how a book is readable. Hence, looking at the book as a whole would not have been adequate. It had

to be analysed as well.

To find out the why and how of the readability of a book a 'content analysis sheet' was evolved. (See Annexure B).

To secure the judgment of the new literates on the books selected for evaluating, the following three possibilities were looked into :

(*a*) giving a book to each respondent, allowing him to read it at home in a night or two, and then contacting him again and interviewing him,

(*b*) giving a set of all the books to each respondent, allowing him sufficient time to read them and then interviewing him,

(*c*) giving a few passages from different portions of a book to each respondent, asking him to read the passages before the interviewer, and then interviewing him.

The third possibility had the obvious limitations of an arranged interview and the representativeness of the passages selected. But considering the serious drawbacks of the first two, the third was selected. In the first case, the respondent would have had to be contacted twice. Moreover, there was the danger of his being tutored or his opinion affected by the group. The second possibility, while possessing the same difficulties and dangers appeared impracticable. It was, therefore, decided to select three passages from each book, one from the beginning, one from the middle and one from the end, each consisting of approximately 100 running words. The rationale behind this selection was that the author tries to 'open' the book in the most interesting and catching manner, according to his ability and training; the main content or the most important points may be in the middle, and the author generally concludes, summarises and drives home the main points at the end. We found Klare and Buck supporting this hypothesis in their book 'Know Your Readers'. To quote,

> Whatever the analysis scheme, it is wise to take at least one sample from the introduction, one from the middle (or body) and one from the summary section

> of the writing. The introduction is particularly important since it is the reader's first glimpse of the content. If he does not like what he sees, he will go no further. The summary section of a piece of writing may also be difficult, but in our experience it is less often. This important section usually summarises conclusions reached in the body of the text, and therefore, serves primarily to impress them on the readers' mind. (27 : 110)

Each respondent was asked to read the three selected passages one after the other. After he had read each passage he was asked questions on comprehension. The questions constructed were designed to find out his comprehension of the literal, implied and derived meaning of the passage. It was realized that it would be very difficult to separate memory from comprehension. Still, to minimise the part of memory, three alternative answers to each question were given, only one of which was applicable to the passage read. The alternatives were presented to the respondent and he was asked by the interviewer to locate the correct answer *in regard to the passage he had just read*. The questions were asked from a prepared question sheet. His reading speed of each passage and the number of words read wrongly or left out were also recorded. Besides the questions on comprehension, he was also given a schedule containing a battery of questions on the book he had just read and on follow up reading material in general, which he might have read previously. The responses thus obtained on the books selected for evaluation were correlated with the data obtained by the content analysis of those books.

**2. Reading needs and interests**

The second item of the study was the assessment of the reading needs and interests of the new literate.

There could be a number of ways of identifying the reading needs and interests of adult new literate. One would be to go through the village library issue registers and find out

what types of books are issued and their frequency of issue. This method, together with the experience of the teacher, may give a fairly good insight into the types of subjects popular among the readers. But there are certain limitations of this method *e.g.* it would not be certain whether the books got issued by the new literate were read by him or someone else. Secondly, the fact of getting a book issued against one's name is no proof that the person read it or that he understood it. It is possible that the person might have got the book issued for the sake of prestige or for some other social consideration. The most important of all were the practical considerations. It is a well known fact that the majority of the new literates have not yet formed the habit of book reading and there is no proper system of maintaining records. The issue register might, therefore, be a poor guide to his probable reading interests, likes and dislikes.

These were the reasons why it was not considered safe to rely on this method of investigation. In the course of this study, it was all the more difficult, because the problem was to find out the maximum number of topics on which the new literate might be interested to read. The library of a village may not contain many titles and the selection of topics out of a limited number of subjects may not reveal the whole area of reading interest. To gather a large number of books in a library and to observe their issue over a long time would have been a tedious affair and even then the issues would not be a reliable indication of the real interest. A number of controls would have been necessary and the time and the money at our disposal would not have sufficed for such an experiment.

The second approach would have been to find out from the booksellers and other distributing agencies the kinds of topics most popular. But, firstly, in our present context the buyers are not the readers, it is the Social Education Organisers or the library authorities who place orders for the village library; secondly, the limitations enumerated above would have

equal chance to operate and make this technique undependable.

The third approach, which on the face of it appears more convincing, would have been to go through the various activities of the life of the reader, to follow him in his economic, social, political, cultural, religious, and other walks of life and find out what his needs and interests could possibly be. This method might yield fruitful data about the areas in which the new literate desired information. But the desire for information could be fulfilled in various wavs. Audio-visual aids and other media have an equal chance with books. Also, the assumption that the desire for information on certain topics can be construed as the desire to read about them would have been arbitrary and unwarranted.

The fourth approach would have been to find out the areas of needs and interests by sifting the adult education and community development programmes of various states and various communities, and determining that a definite number of topics would constitute the needs and interests of the new literate, because the pioneers in the field had supposed it to be so at different places and times. But this approach would have been not only an arm-chair approach of synthesing the opinion of others, but also erroneous. The conditions in India are changing rapidly and in the set of new circumstances the interests and needs are undergoing change and transformation. Even if the opinions of the pioneers were correct at the time they dealt with the problems, there is no guarantee that they have remained equally correct today. Then again, the experiences of others working in different places, could not have been safely generalised about with reference to an altogether different population.

The fifth approach would have been to send a questionnaire to a large number of directors, planners and workers in the field of social education and adult literacy and to ask them to prepare a list individually about the possible reading needs and interests of the new literate. Howsoever valuable the experiences of these idealogues of the field might have been, in

most cases they have their own bias, predilections, likes and dislikes. Such a list would be useful only for comparison with the findings in the field.

These were the various alternatives before us when we were planning the safest and the most valid method of finding out the reading needs and interests of the new literate. At last it was decided that some of the good points of all the above approaches should be utilized. Accordingly, an inventory was prepared containing topics very close to the life of the new literate, in which he might be interested, and topics which were important from the national point of view, in which he should be interested. (See Schedule D of Annexure A). These two types of topics were selected on purpose. It was found rather difficult to draw a definite dividing line between 'needs' and 'interests', as far as this study was concerned. It was, however, decided that all those topics which have become 'felt needs' to the respondent, which he may have some previous knowledge about and show direct interest in, may be taken as broad areas of his 'interest', and all these topics which may be very important for him from the national point of view but about which he may have no previous knowledge and in which he may or may not show interest may be taken as broad areas of his 'needs'.

The topics were selected after long and careful discussions among experts. It was also decided to go from village to village, interview the new literate and find out his reading needs and interests straight from his mouth. This was an empirical approach, and it was considered that it would be a good basis for further inductive generalisation.

The procedure adopted to get the reactions of the new literate on the inventory was to present one topic from it at a time, and ask the respondent whether he had any previous knowledge about it and whether he would like to read a book on it. Each topic was read aloud to the respondent by the interviewer, the questions were asked about his knowledge of it and his likes and dislikes, and his response recorded. If

a respondent did not understand a topic it was explained to him. All the interviewers used the same explanation.

This inventory consisted of 99 topics and its range covered 7 categories of interest, *viz.*,

1. Agriculture
2. Handicraft
3. Health and hygiene
4. Social studies
5. General knowledge
6. Recreation
7. Religion and ethics.

The responses of 604 male new literates were obtained on this inventory.

**Preference Cards**

The method of finding out the 'reading preferences' of the new literate was rationalistic and more or less on the lines adopted by Kuder (10 : 67-80) in his studies.

A set of 35 cards was prepared, the size of each being 4"×2·5". On each of the cards the title of an imaginary book, on some of the representative topics of the inventory, was printed. Care was taken to see that the titles were so worded as not to prejudice the reader in favour of or against the subject by some trick of wording. The number and the nature of the titles were determined after consultations among experts. The proposed titles were sent to 5 experts for their opinion, about their typicality. These opinions were collected and some of the alternative titles suggested by them were incorporated in the final list of the titles.

The set of 35 cards, arranged in a particular order, was handed over to each respondent by the interviewer, and the respondent was asked to go through each card carefully, as many times as he liked, and then select all those cards with the titles of the books he liked most. If the total number of cards selected by him was more than 10, he was asked to select only 10 and to arrange them in the order of his pre-

ference. In addition to finding out his reading preferences, the rationale behind this technique was the assumption that if he preferred a card on agriculture he would also show interest in the topics on agriculture contained in the inventory.

**Opinionaire**

The iventory of topics, constructed for finding out the reading needs and interests of the new literate, was examined from the literacy teacher's or the Village Level Worker's or the Social Education Organiser's view of the reading needs and habits of the new literate. The opinionaire, which was constructed to find this out, was more or less identical with the inventory. This opinionaire was invariably filled in after interviewing the literacy teacher, the Village Level Worker or the Social Education Organiser responsible for the villages visited by the team.

This technique did not prove reliable, as the literacy teachers and others seemed to have little idea of the reading needs and interests of the new literates.

The technique of direct interview with the new literate to discover his reading interests may appear weak on theoretical grounds. For example, a villager may feel shy or hesitant in expressing his likes and dislikes. He may try to guess what the interviewer wants him to say. Some of his interests may not have crystallized to the extent that his responses on the 'preference cards' or the inventory of topics might be considered as quite valid. These dangers were foreseen, and only when the pretesting in a number of villages proved that much of this fear was more imaginary than real did we adopt this technique. Undoubtedly there is some substance in the above apprehensions, but if due care is taken, the danger of misjudgement is minimized. As Spaulding says :

> Experience in at least a dozen countries has shown that interviews, even in isolated areas among extremely uneducated people, *do* yield results if conducted properly. Most people are willing to give their opinions

if they think that their opinions will help bring about some desirable change. From this point of view, it is occasionally best for an outsider, with proper introductions, of course, to conduct the interviews in such a way that the villagers may think that he has more authority to make changes, and to take some action on the basis of their opinion.

In educational research of the type that we have discussed here, however, we have rarely found a villager who has been reticent to give the type of information requested (42 : 15).

**3. Assessment of the techniques of production**

In order to assess the techniques of production of reading materials for new literates, as used by various agencies in the Hindi-speaking area of India, a questionnaire was drawn up (See Annexure C). This questionnaire was mailed to all the agencies whose books were selected for the evaluation. (See Annexure D). It is realised that the questionnaire goes into great detail, and some of the questions may even appear superfluous. But we were anxious to use this opportunity to discover not only a few relevant facts but also the background in which the agencies were working.

**4 Guiding principles for preparing follow up books**

The guiding principles prepared as a result of this study have been based not only on the findings of the above studies, but also on the suggestions and experiences of the field workers who live and work among new literates, and the observation of the general conditions prevailing in the field of literacy and social education in India. While enuciating the guiding principles, we have not confined ourselves to the results arrived at on the basis of the data collected from the field, but have made use of our personal experience and training as well. Of course, all such subjective experiences have been checked with regard to their accuracy and reliability.

**5. Production of specimen books**

As a part of this study, 12 specimen books have been produced, to a large extent in accordance with the guiding principles enunciated by us. The title of the books are as follows :

**Grade A**

| | | |
|---|---|---|
| 1. | Live and Let Live | (Social studies) |
| 2. | U.N.O. | (Social studies) |
| 3. | All the Countries are Good | (Social studies) |
| 4. | Religious Tolerance | (Religion and ethics) |

**Grade B**

| | | |
|---|---|---|
| 1. | Tuberculosis | (Health and hygiene) |
| 2. | Teach Your Wife | (Social studies) |
| 3. | How to Control Anger | (Health and hygiene) |
| 4. | Relations Between Husband and Wife. | (Social studies) |
| 5. | Should we or should we not beat Our Children ? | (Social studies) |

**Grade C**

| | | |
|---|---|---|
| 1. | Read and Laugh | (Recreation) |
| 2. | Stories from the Epics | (Religion and ethics) |
| 3. | Stories from Hindu Mythology | (Religion and ethics) |

**6. Evaluation of Delhi Public Library's production programme**

In November, 1951, UNESCO sponsored a scheme of producing 36 follow up books for new literates through the Delhi Public Library. So far, the Library has published 4 books. They have been evaluated along with the other follow up books selected in the sample. But no sampling was done among these four books. All of them were taken to the field for assessing

their comprehensibility, readability and distribution. They were also subjected to a content analysis like other books.

**7. Instructions to the Interviewers**

The task of interview being a delicate one, specially in such a study, it was decided to utilize the services of such persons only as had special training in psychology or the art of interviewing. Of the five members of the staff of the Centre who served as interviewers, three were responsible for the entire study and well trained in the art of interviewing. The fourth and the fifth members were trained as interviewers. In addition to these five members, two Social Education Organisers from each state were to be selected for interviewing the new literates. A list of instructions was prepared for the interviewers (See Annexure E.). The Social Education Organisers were required to master it, rehearse it before the staff of the Centre, and then use their own insight and experience to establish rapport with the respondent. The Director of the Centre was to watch them in the first few interviews and discuss with them the shortcomings, if any, at night, when the team would return to the base. The services of Social Education Organisers as interviewers could be obtained only in Madhya Pradesh. It was found difficult to secure their services in other states. Hence this plan was dropped after Madhya Pradesh

**8. Observation Schedule.**

In order to obtain the background knowledge and necessary details of the literacy teaching programmes in India, an Observation Schedule was constructed. (See Annexure F.) This schedule was filled up by one of the members of the staff. Among other things, this schedule was intended for collecting information about the library services available in the village, the attitude of the village towards the literacy class, the class conditions, the working conditions of the literacy teacher, the problem of attendance, the system of examination and the

opinion of the teacher and others on how to improve the teaching programme.

The information obtained through the Observation Schedule is, we think, interesting and illuminating enough to merit detailed description. In order to follow this report intelligibly, it would be necessary to get a good grasp of the background and setting of the literacy teaching movement in India. Chapter II, accordingly, tries to present a synoptic view of the movement.

### 9. A brief geographical description of the areas visited

## MADHYA PRADESH

The research team left the headquarters at Delhi on 16th August, 1956 for the field study, returning on the 8th December 1956. Uttar Pradesh and Bihar being in the grip of severe floods, the team decided to visit 'Madhya Pradesh'* first. The rains were on in Madhya Pradesh as well, but the Director of the Social Welfare Department had promised to provide the necessary transport and help for the team.

The districts of Drug, Betul and Hoshangabad were selected for the field study.

### Drug

Drug is situated in the south-eastern corner of the state, bordering on the tribal areas of Bastar. Railways and roadways are the main means of transportation. Drug, apart from being the district headquarters, has the Bhilai Steel project situated nearby. Iron ore is found at a distance of about 50 miles from the city. This is mostly a rice producing area. The standard of living of the people seemed to be very low. Most of them are agriculturists. Some of them depend on forest produce for their livelihood. The main food of the village inhabitants is 'basi', a kind of fermented dish prepared with rice left over in the night. This is done particu-

* Madhya Pradesh before the States Reorganisation in 1956.

larly with a view to save fuel. Most of the people speak the Chattisgarhi dialect.

The villages selected for the study were mostly under the Social Welfare Department of Madhya Pradesh, outside the Community Development Blocks. But a few literacy classes run by the latter were also visited by the team.

**Betul**

Betul, situated on a plateau, lies in the northern part of the state. The climate is moderate. The Satpura ranges run through the district. The river Tapti rises here. The population is scattered and its density is very low. The team had therefore to cover long distances to visit the villages. Railways and roadways are the chief means of communication.

The district is divided into three tahsils. The team selected villages where the new literates were to be interviewed from all the three tahsils. The people are both Hindi and Marathi speaking. Gondi dialect is spoken in certain parts of the district. Most of the inhabitants are agriculturists. Some of them are engaged in forest business as well.

Most of the villages selected for the study were under the Directorate of Social Welfare. But a few were selected from the Project area as well.

**Hoshangabad**

Hoshangabad district lies along the river Narbada and Vindhyachal ranges in the north-western part of the state. It has black cotton soil. Some areas are covered with hills. The climate is extreme. Gram, pulses, oilseeds and wheat are the main crops. Iron ore, lac and lime are also found here. It has been declared an industrial area by the States Reorganisation Commission.

Hoshangabad district consists of six tahsils. Five of these were covered by the team to complete its quota of new literates to be interviewed. All the tahsils are connected by railway. The people speak the Bundelkhandi dialect. The

customs prevalent there are akin to those of northern India. The area is densely populated. The people are mostly agriculturists. Some are engaged in forest contracts.

The district has three Community Project Blocks and four National Extension Service Blocks. Most of the new literates interviewed were from the block areas.

## RAJASTHAN

Soon after finishing the tour of Madhya Pradesh, on 6th September 1956, the team proceeded to Rajasthan. This state lies in the north-western part of India, bordering on West Pakistan. A large part of the state is desert, and therefore has a very low density of population. This is the homeland of the famous 'Rajputs' and it has been constituted out of the old princely states after 1957. Four districts *viz.*, Kotah, Sawai Madhopur, Jaipur, and Ganga Nagar were selected for the field study.

### Kotah

Kotah is situated in the south-eastern part of the state. The river Chambal flows through it. Most of the land is fertile. The main crops are bajra, wheat and gram. The district is a surplus area. The climate is extreme, and the rainfall is low. Kotah city, the headquarters of the district, is an educational centre. It is situated on the main Delhi-Bombay line. Railways and roadways are the chief means of communication. The people speak one of the Rajasthani dialects. Most of them are agriculturists. Kotah was a princely state before the independence.

Out of the 4 Development Blocks, Anta Development Block, approximately twenty miles from the city, was selected for the field study.

### Sawai Madhopur

Sawai Madhopur is in the eastern part of the state. The river Dudhi Banas passes through it. A major portion of the

district is hilly. The climate is extreme. The annual rainfal is low. Wheat, grain, and bajra are the main crops. Sawai Madhopur is a small commonplace town, situated deep among the hills and difficult of approach. The entire district was a princely state before independence. The people of the area seem economically, socially and educationally backward. They speak the Rajasthani dialect. Most of them are agriculturists or agricultural labourers. The river Chambal is being canalized to irrigate the area. The district cannot be called an industrial area, though there is a big cement factory near the city.

Sawai Madhopur Development Block was selected for the field study.

**Jaipur**

Jaipur lies in the north-eastern part of the state. Here the soil seemed comparatively more sandy than in other districts. The climate is extreme and the annual rainfall is between 27"-30". Wheat, gram, bajra and oilseeds are the main crops. Jaipur is considered as one of the most beautiful cities of India. It was a princely state and the city has long been its capital. Railways and roadways are the chief means of communication. The people speak the Jaipuri dialect of Rajasthani. Most of them are agriculturists, agricultural labourers or artisans. Jaipur is noted for its toy, handloom cloth and paper industries.

The Sanganer Development Block, 7 miles from the city of Jaipur, was selected for the field investigation. Sanganer itself is famous for its hand-made paper industry and printed handloom fabrics.

**Ganga Nagar**

Ganga Nagar lies in the north-western corner of the state, bordering on West Pakistan. It is in the Bikaner division and is a reclaimed area. The climate is very severe. There is less than 10" of rainfall annually, but it is served with

a network of canals which has turned this desert district into the granary of Rajasthan. Even drinking water is obtained from the canals and is preserved in shallow store-pits called 'diggis'. Cotton, wheat and sugar-cane are the important crops. The people are economically well off. Most of them are Punjabi Hindus or Sikhs. They migrated from the Punjab, the adjacent state, and have settled down here for good. As they were from the Punjab, quite a large number of them are literate in Gurmukhi or Urdu, they possess a progressive outlook towards life, are keen to adopt improved agricultural practices and seem to have an enterprising nature.

The Jat community living in the district speaks the Marwari sub-dialect of Rajasthani. It is mainly agriculturist.

Raisingh Nagar town, the district headquarters, is an important commercial centre. Wheat, wool and cotton are exported from there. Railways and camels are the chief means of transport. Ganga Nagar, like other districts, was a part of the princely state of Bikaner.

The Raisingh Nagar Development Block was selected for the field investigation. This block is just on the Indo-Pakistan border.

It was felt throughout Rajasthan that the people had a marked desire for learning to read and write. As mentioned above, almost the entire state was under princely rulers before independence. It seems that during those days the masses had few civic rights. Individual freedom and authority was the privilege of the few. Since independence, there is a feeling that something new has happened and that the atmosphere is conducive to improvement and progress. Hence a desire for self-improvement is manifest among the people. It was in this state that it sometimes became difficult for the interviewers to take back the books given to the new literates for reading. One of the main reasons given almost everywhere for learning to read was : 'We wish to save ourselves from the money-lenders. When we go to the market for selling our produce or buying goods we are not sure of the transactions.

We now wish to be sure of them'.

## DELHI

The investigations in this state* started on October 5, 1956. Though this is the smallest of all the states visited by the team, the density of population is the highest. The states is divided into four circles : Alipur, Mehrauli, Najafgarh and Shahdara. A few villages were selected from each circle for the field investigation. But at the time of the interview the Shahdara circle was inaccessible, due to severe floods in the Jamuna. Hence this circle was left out. Delhi state has four types of land : Khadar (marshy), Bangar (clay soil), Dabar (low lying) and Pahari (hilly). Shahdara circle is located in the Khadar area, Alipur in the Bangar, Najafgarh in the Dabar, which gets filled with water during the rains, and Mehrauli in the Pahari. Besides the Jamuna river, the Agra canal, the Western Jamuna canal, and the Eastern Jamuna canal, flow through the state. The climate of Delhi is continental in character. The monthly mean temperature for January is 50 degrees F and 98 degrees F for July. Wheat, gram, pulses, rice, sugar-cane, and red pepper, tobacco and fodder are some of the important crops. Vegetables and fruits are also grown in plenty. Limestone, stone, chalk, mica and building materials (*e.g.* sand and badarpur) are found at some places. In the rural area a large number of people are agriculturists. They grow cash crops and supply them to the city. Some of them are artisans and quite a large number of them are milkmen who feed the citizens of Delhi. Shahdara is the market for gur, sugar, and grains ; Najafgarh and Mehrauli for grain and ghee (butter); Narela and Alipur for red pepper. There is a bone crushing factory near Narela as well.

Means of transport and communication are abundant in the state. There are seven main roadways and four railways covering the state and connecting it with other parts of the country. The people of the rural areas are Jats and Punjabis.

*Abolished after the States Reorganisation 1956.

The Jats speak the Haryana dialect.

In contrast with other states, the social education workers, who are also teachers in the literacy classes, are full-time employees of the Education Department of the state.

Extensive development programmes sponsored by various agencies cover the whole of the state, which has 365 villages. But these are disappearing by degrees on account of the encroachment of the city. The people living in the rural areas cannot be classified as typically rural, as the influences of such a big city as Delhi overshadow the villages, and are felt by all.

## UTTAR PRADESH

The team reached Uttar Pradesh on 22nd October, 1956. Uttar Pradesh is one of the biggest states of the Indian Republic. It lies in the northern part of the country bordering Tibet and Nepal. Compared to the other four states, it has the highest population and is next highest in density after Delhi and Bihar. The state may be divided into four natural regions, the upper mountaneous region, the tarai belt (foot of the Himalayas), the basin of the Ganga and Jamuna, and the southern hilly region. The basin is most fertile and the climate tropical. Rice and sugar-cane are the main crops of the eastern part of the basin and wheat and sugar-cane of the western part. There are many important cities in the state, *e.g.* Lucknow, Allahabad, Agra, Varanasi, Kanpur. For the purpose of the study the state was divided into the following four regions on dialectal and cultural grounds :

Western U.P., including the Braj area ;

Eastern U.P., including Avadh ;

Northern U.P., including Rohilkhand ;

Southern U.P., including Bundelkhand.

One district was selected at random from each region for the field investigation. The districts thus selected were Muzaffarnagar from the west, Ballia from the east, Shahjehanpur from the north, and Banda from the south.

**Muzaffarnagar.**

The Ganga forms the southern boundary of the district, while the Soloni flows through it. Besides the two rivers, the Ganga Canal irrigates the area. The mean annual rainfall is between 27" and 40". During the rains, it is difficult to move from one village to another. The land is fertile, being a part of the famous Ganga-Jamuna basin. Wheat, sugar-cane, and pulses are the main crops. Muzaffarnagar city is the headquarter of the district. Railways, motor roads and cart roads are the important means of communication. The people speak Hindi with slight variations. The purdah system is strictly observed even by Hindu women. Most of the inhabitants are agriculturists. They are economically well off. The people of Western U.P. are considered more educated and advanced than those of Eastern U.P.

The Purkazi Intensive Development Block was selected for the field study. It is at a distance of sixteen miles from Muzaffarnagar city and is connected with it by bus services.

**Shahjehanpur**

Shahjehanpur is a part of the Rohilkhand Division, which constitutes the northern part of the state. The land is fertile and is suitable for paddy and cane cultivation. Wheat and barley are also grown. Some parts of the district are sandy and lack irrigation facilities. Two small rivers serve the purpose of irrigation. The average rainfall is 37·11". The climate is moderate. There are no mineral resources. The city of Shahjehanpur, named after the Emperor Shahjehan, is the district headquarters. The city is noted for its hand made carpet industry. The Northern and the North Eastern Railways pass through the district.

The people can generally be classified as Thakurs, Pathans and Brahmins. In customs and habits they have been affected by the Rohilkhandi culture. The dialect that they speak has a large number of Persian words and is a mixture of those spoken in the eastern and western districts of Uttar Pradesh.

Shahjehanpur is not a commercial centre, yet it has quite a good number of small scale industries. There is a big sugar factory, a distillery and a clothing factory which supplies uniforms to the naval, land and air forces.

There were twelve National Extension Service Blocks in the district. Kant Development Block was selected for the field study.

**Banda**

Banda,in the Bundelkhand region, and bordering on the new Madhya Pradesh, is situated in the southernmost part of Uttar Pradesh. The Vindhyachal ranges over a large part of its area. A river and canals are the chief means of irrigation. The climate is extreme. Paddy, wheat, gram, juar, sugar-cane are the main crops. Betel leaves are grown in plenty, Kattha, an ingredient of the betel, is also prepared here, and supplied to other parts of the country. No minerals are found in the district. Semi-precious stones found in the bed of the river Kane and forests constitute the local wealth. Banda, the district headquarters, is a railway junction. For internal transport the dsstrict is also served by bus services. The people belong to the Bundelkhandi race, their customs and festivals still have the colouring of the Bundelkhandi culture. They speak the Bundeli dialect.

The Intensive Development Block, Mahuva, eight miles from the district headquarters, was selected for the field study. It is situated on the Banda-Atarra main road.

**Ballia**

Ballia is in the eastern part of the state, bordering on Bihar. The land is fertile and the climate moderate. Barley, sugar-cane, and paddy are the main crops. No minerals are found in this area. Ballia city is the headquarters of the district. It lies on the metre gauge railway line. There are metalled roads and bus services in the district. The people speak the Bhojpuri dialect. Most of them are agriculturists. Com-

pared to the western districts of U.P., the eastern districts are poorer and supposed to be backward. But Ballia is considered to be one of the most politically conscious areas. In 1942, the people of this district revolted against the British government and snatched away some areas from the local authorities for a couple of days.

## BIHAR

Bihar was the last state visited by the team. The state lies in the north-eastern part of India, touching the borders of Nepal. Except for Delhi, it is the smallest of all the states visited by the team, but the density of population, which is above four crores (40 millions) is the highest. North Bihar constitutes the Gangetic and lower Gangetic plains, while south Bihar consists of hilly areas and is rich in coal, iron and other minerals. The Ganga, Kosi, Sone and Gandak flow through North Bihar. Kosi is notorious for its floods. The climate is tropical. The mean rainfall comes to between 40" and 75", higher than the mean rainfall of the other 4 states. Rice and sugar-cane are the main crops.

The districts of Patna, Saharsa, Champaran and Ranchi were selected for the study.

### Patna

Patna lies in the north-western part of Bihar. The Ganga flows through its northern part. The land is fertile. The Ganga and few canals irrigate the area. Rice and sugar-cane are the main crops. Patna is the capital of the state. Railways, roadways, river boats and steamers are the chief means of transport. Most of the people are agriculturists. Rice is their staple food. The people speak the Magadhi dialect.

The Bikram Development Block, at a distance of 32 miles from Patna, was selected for the study. The area is one of the economically prosperous parts of the district. Some literacy classes were also selected from the Naubatpur area adjacent to the Development Block. The literacy classes in

Naubatpur were run by the Senior Basic School.

**Saharsa**

Saharsa is situated in the north eastern-part of Bihar, touching Nepal on its north. This is a newly created district. Means of transport are still very poor. It is very difficult to reach this district from outside, and in a way it is a secluded pocket. It is said that during the 1942 movement those revolting against the British government took refuge here. Saharsa, the district headquarters, looks like a dignified village. The land is fertile, as the district lies in the bed of the Kosi, but the floods of this river also bring disaster to the people and have left deep marks on their life. While welcoming the team in a small far off village the little children of a school sang :

'We welcome you to this land of the Kosi.
To this devastated, flood-stricken country,
To this poor and backward village of ours.'

The climate is damp and malarious. Till a few years ago malaria used to claim thousands of lives. The Government took strong measures and the problem is no more serious. But now the growing pressure on the limited land is being felt more and more. A villager, finding some children blocking the way of the team as it was passing through a village, humorously remarked, "Get away, you devils. It was good that you weren't there to pester us when the Kosi was free". The people speak the 'Marathi' dialect.

The Banagaon Development Block was selected for the field investigation. Some villages from outside the Development Block were also visited by the team. The classes in non-development areas are run by the Education Department of the state.

**Champaran**

The district is situated in the north-western corner of Bihar. On its north is the state of Nepal. A few of the snow-

covered Himalayan ranges can be seen from certain places in the district. The soil is loam or sandy loam. The river Gandak and few canals irrigate the area. The climate is tropical. Paddy and sugar-cane are the main crops. Limestone is found in certain parts. Narkatiaganj is one of the important places, having a sugar factory. Metre guage railway and bullock-carts are the chief means of transport. Roads are bad. The people speak the Bhojpuri dialect, which is supposed to be very sweet and rich in expression. They are agriculturists or labourers employed on big agricultural farms owned by rich families. Two tribal races, Tharu and Dhanger, are found in this district. They speak a dialect which has some traits in common with Nepalese.

The Ramnagar Development Block, which includes some tribal villages, was selected for the field study.

**Ranchi**

Owing to lack of time and funds this district was not visited.

**The dialects**

The different spoken languages (mentioned at the appropriate places) generally used by the rural population in those states are dialects of the standard Hindi spoken generally by the educated in the cities.

**10. Statistics**

Available statistics of the states visited, necessary for our purpose, are given below :

Table 2

**Area, population and its density in Hindi speaking states. (38)**

| | *Area sq. miles* | *Population* | *Density of population* |
|---|---|---|---|
| Madhya Pradesh | 1,30,272 | 2,12,47,533 | 163 |
| Rajasthan | 1,30,207 | 1,52,90,797 | 117 |
| Delhi | 578 | 17,44,072 | 3,017 |
| Uttar Pradesh | 1,13,409 | 6,32,15,742 | 557 |
| Bihar | 70,330 | 4,02,25,947 | 572 |
| | 4,44,796 | 14,17,24,091 | |

The five states mentioned in the table constitute 37·70% of the total area of India and the population of these five states constitutes 39·7% of the total population of the country. Table 3, showing the percentage of literacy in these states may be studied in comparison with their huge population.

Table 3

**Percentages of literacy in India (1951) census. (37·14)**

| | *Total* | *Males* | *Females* |
|---|---|---|---|
| India | 16·6 | 24·9 | 7·9 |
| Madhya Pradesh | 13·5 | 21·9 | 5·9 |
| Rajasthan | 8·4 | 13·7 | 2·6 |
| Delhi | 38·4 | 43·0 | 32·3 |
| Uttar Pradesh | 16·1 | 22·0 | 9·4 |
| Bihar | 12·2 | 20·6 | 3·8 |

Literacy work is in progress in all these states. Every year thousands of people are declared literate.

The latest figures on literacy are not available, yet figures for 1953-54 shown in Table 4 would give an idea of the number of persons made literate in these states.

Table 4

**The number of adults who attended the social (adult) education centres during 1953-54. (35)**

| *State* | *Men* | *Women* | *Total* | *made literate* |
|---|---|---|---|---|
| Madhya Pradesh | 55,559 | 4,931 | 60,490 | 38·3% |
| Rajasthan | 10,620 | 1,755 | 12,375 | 100·0 „ |
| Delhi | 5,266 | 5,153 | 10,419 | 68·7 „ |
| Uttar Pradesh | 4,122 | 882 | 5,004 | 39·9 „ |
| Bihar | 66,976 | 2,331 | 69,307 | 73·9 „ |
| Total | 1,42,543 | 15,052 | 1,57,595 | 60·8% |

The table above shows that 60·8% of those who attended the classes in 1953-54 were made literate. The table below shows the position of the literacy drive in the same states in 1954-55 :

Table 5

**The number of adults who attended the social (adult) education centres during 1954-55 (36)**

| *State* | *Men* | *Women* | *Total* |
|---|---|---|---|
| Madhya Pradesh | 44,288 | 3,254 | 47,542 |
| Rajasthan | 8,120 | 2,905 | 11,025 |
| Delhi | 6,723 | 4,886 | 11,609 |
| Uttar Pradesh | 9,359 | 1,562 | 10,921 |
| Bihar | 91,257 | 6,766 | 9,023 |
| | 1,59,747 | 19,373 | 1,79,120 |

A map of India showing the area covered by the team is given in Annexure H.

II

## BACKGROUND OF THE LITERACY MOVEMENT IN INDIA

The Observation Schedule mentioned in the preceding chapter was constructed to collect information pertaining to the literacy programme as a whole, in order to get a clear picture of the movement in the country. Care was taken to record facts as they existed in the villages and as revealed by the literacy teacher, the headman and the Social Education Organiser, and only if they had a direct bearing on the literacy teaching programme.[1]

This part of the work was not directly related to any of the assignments, but, as is well known, when a researcher goes to the field he develops the ambition to collect as much information as he possibly can. In most cases, this practice yields only unreliable data and leads to faulty generalizations. If it is intended to make some side studies on the basis of observation of field conditions, many precautions are necessary. Since we are aware of the possibility of a desire to follow uncharted tracks, care was taken to equip the interviewer with the requisite tools and vigilance for making as accurate a recording as possible.

Through the Observation Schedule, data were collected on the following major aspects of the programme: (1) the village library, its location, administration, finance, time of opening, types and number of books available, the method of selecting books for the library, conditions for issue, the number and kinds of books generally got issued by the general readers and the new literates, the interval between the rotation of the mobile libraries, kind of books distributed through them, the responses of new literates towards them, (2) the daily duration of the literacy class, duration of the session, the, textbooks prescribed, method of teaching, teachers's age

his qualifications and training, the payment made to him, the class conditions, the problem of attendance, the attitude of the village towards the class, coordination of literacy with other development work, and the average attendance in the class.

Before discussing the findings based upon the data collected, it is necessary to emphasise again that the findings may reflect apparent rather than real conditions. It is, however, felt that they are interesting and illuminating.

**Libraries for new literates**

Generally 3 kinds of libraries are found in the villages :

(*a*) permanent libraries consisting of 200-400 mostly out of date books, collected from here and there,

(*b*) libraries for new literates, consisting of 25-60 follow up books, given to the literacy teacher at the time of the opening of the class, to be issued to the students and others. This library in certain places is withdrawn when the class is over and no fresh class is to be opened in the village,

(*c*) circulating libraries, consisting of a box or a bundle of books, kept in a village for a week or 15 days and then replaced by another.

The Community Project Blocks, at least in the districts visited by the team, appear to have developed a good network of libraries for new literates. Generalizing on the basis of data obtained from villages of the sample, the states of Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar appear to possess, on an average, 59, 89, 92, 79 and 59 libraries per hundred villages respectively. In addition to Delhi state, where an intensive scheme of social education has been initiated, the number of villages covered by libraries in Rajasthan and Uttar Pradesh is encouraging. Madhya Pradesh and Bihar have yet to cover a large number of villages. It may, however, be indicated that the data for Uttar Pradesh and Rajasthan have been collected exclusively from community project areas, whereas the data for Madhya Pradesh and Bihar have been

collected from areas not exclusively covered by the project. May be because of administrative or geographical reasons peculiar to the areas of the sample in these two states, the villages could not be covered as extensively as they might have been otherwise.

The habit of reading appears to be increasing. But the number of people interested in reading is small. The following seem to be the reasons:

(*a*) the new literates as a whole do not possess the ability to read, comprehend, follow instructions, and notice details to such a degree as to be classified as functional literates. It was felt that most of them lacked confidence and felt hesitant to take up a book and read it,

(*b*) lack of books in writing of which the actual skills and abilities achieved by the new literates as a whole have been kept in mind,

(*c*) the librarian being untrained,

(*d*) lack of time on the part of the people,

(*e*) lack of well maintained libraries,

(*f*) the issue conditions. Some new literates have the feeling that if they lose or spoil a book it will have to be replaced either by them or by the teacher. As one of the new literates in Rajasthan remarked, "We are farmers. We can't help spoiling a book. If we do so, our poor teacher would be taken to task. So I don't take books home to read."

In most of the cases the librarians were found untrained. This may be judged from a study of Table 6.

Table 6

**Percentage of untrained librarians in the village libraries of the Hindi speaking states.**

| *States* | *No. of villages visited* | *Percentage of librarians untrained* |
|---|---|---|
| Madhya Pradesh | 16 | 100·0 |
| Rajasthan | 22 | 100·0 |
| Delhi | 21 | 61·3 |
| Uttar Pradesh | 17 | 76·5 |
| Bihar | 13 | 100·0 |

It will be seen from the above table that 100·0% of the librarians in Madhya Pradesh and 100·0% in Rajasthan in the sample villages were untrained. Not a single trained librarian, in charge of the library for the new literates, was found throughout the 3 districts visited in Bihar. 38·7% of the librarians in Delhi, 23·5% in Uttar Pradesh had had some preliminary and informal coaching in the maintenance of library records and distribution of books to the readers.

**Duration of the class**

In the states of Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar, the average daily duration of the literacy classes comes to 2·0, 2·0, 2·3, 2·5 and 2·5 hours respectively. This may not be in conformity with the state policy, but it was found to be the actual time which the teacher and the student spent in the class on an average.

**Duration of the session**

In Madhya Pradesh, the duration of the session of a literacy class organised directly by the Social Welfare Department is 10 months. whereas the duration ranges from 4 to 6 months when the class is organised by the Community Projects. In Rajasthan, Uttar Pradesh and Bihar it ranges from 4 to 6 months. In Delhi the session is of 6 months, divided into 2 stages of 3 months each, called the literacy and the post-literacy stage.

The primers and textbooks taught in the class vary from state to state and sometimes from one district to another within the same state. The method of teaching, mainly the traditional, is rather uniform. The Laubach and Pathik methods (key-word) are also followed. The Pathik text books are used in Uttar Pradesh almost universally.

Table 7

**Names of textbooks and methods of teaching used in the villages of various districts.**

| *States* | | | *Districts* | |
|---|---|---|---|---|
| **Madhya Pradesh** | *Drug* | | *Betul* | *Hoshangabad* |
| *Textbooks.* | | | | |
| Praveshika | 80% | | 100% | 61·6% |
| Bhasha Bodhini | 20% | | .. | 38.4% |
| *Method of teaching.* | | | | |
| Traditional | 100% | | 100% | 100% |
| **Rajasthan** | | | | |
| | *Kotah* | *Sawai Madhopur* | *Jaipur* | *Ganganagar* |
| *Textbooks :* | | | | |
| Hindi Praveshika | .. | 100% | 77.8% | 28.6% |
| Basic Reader | 66.7 | .. | .. | .. |
| *Method of teaching.* | | | | |
| Traditional | 83·3% | 100% | 100% | 100% |
| Others | 16.7% | .. | .. | .. |
| **Delhi** | | *Circles* | | |
| | *Alipur* | | *Mehrauli* | *Najafgarh* |
| *Textbooks.* | | | | |
| Saral Hindi | 100% | | 100% | 100% |
| *Method of teaching.* | | | | |
| Traditional | 100% | | 100% | 100% |
| **Uttar Pradesh** | *Muzaffar-nagar* | *Shajehan-pur* | *Banda* | *Ballia* |
| *Textbooks.* | | | | |
| Pathik Set | 100% | 66.7% | 100% | 85.7% |
| *Method of teaching.* | | | | |
| Traditional | 80% | 83.3% | .. | 42.8% |
| Pathik (key-word method) | 20% | 16.7% | 100% | 57.2% |

*Contd.*

*Contd.*

| **Bihar.** | *Patna* | *Saharsa* | *Champaran* |
|---|---|---|---|
| *Textbooks* | | | |
| Manohar Pothi | .. | .. | 100% |
| Vayashka Shiksha Sopan | 55.6% | 66.7% | .. |
| *Method of teaching.* | | | |
| Traditional | 100% | 100% | 87.5% |
| Others | .. | .. | 12.5% |

Almost all the textbooks start with the letters of the alphabet and lay emphasis on mastering the mechanics of reading. None seems to emphasize or develop, in a planned way, the other desirable qualities of reading, such as the ability to comprehend, the ability to think critically, to follow instructions and observe details. A few which start with the sentence or word, perhaps do so to initiate the learner into the mysteries of reading and not to make the sentence or the word the basis of teaching. They start the teaching and the drilling by introducing, almost immediately after the alphabet, combinations, and permutation of the letters. This method has the inherent limitation that only those words can be used which it is possible to form with the letters taught. Hence most of the words and sentences are meaningless or at least have no adult concept. We cannot, however, be sure which of the two methods, the analytic or the synthetic, would be the most efficient under Indian conditions and give the desired results, unless we conduct appropriate experiments in controlled classes.

**The teachers**

Table 8 shows the qualifications and diplomas held by the literacy teachers.

Table 8

**Qualifications of literacy teachers in the Hindi speaking states.**

| | | *Cases* | % |
|---|---|---|---|
| 1. | Below 7th Class | 10 | 8·2 |
| 2. | 7th class (Middle) | 77 | 63·2 |
| 3. | High School | 27 | 22·1 |
| 4. | Intermediate | 2 | 1·6 |
| 5. | B. A. | 1 | 0·8 |
| 6. | M. A. | 1 | 0·8 |
| | No Information | 4 | 3·3 |
| | | 122 | 100·0 |

It may be seen that the qualifications of teachers in the entire area ranges from 1 M. A., 1 B. A., 2 Intermediate, 27 High School, to 77 Middle (7th class). 10 teachers are below Middle and information about 4 is lacking. Table 8 reveals the interesting fact that 88·4% of the teachers are of the Middle or above the Middle standard.

In Delhi State the literacy work is carried out by full time social education workers, who were naturally found more qualified than teachers in other areas.

The available data also show that 91·4% of the teachers in Uttar Pradesh and 91·7% in Delhi have undergone short periods of training.

**Expenses**

As a matter of common practice, textbooks are provided free by state governments. But probably on account of certain administrative reasons this facility could not be provided to many students at different places. Table 9 shows the places where textbooks could not be had from official sources and the percentage of villages who purchased them from their own resources.

Table 9

**Percentage of villages buying textbooks from out of their own resources.**

| *Bihar* | | *Uttar Pradesh* | | *Rajasthan* | |
|---|---|---|---|---|---|
| 1. Patna | 00.0 | 1. Muzaffarnagar | 66.7 | 1. Kotah | 50.0 |
| 2. Saharsa | 20.0 | 2. Shahjehanpur | 16.7 | 2. Sawai Madhopur | 00.0 |
| 3. Champaran | 75.0 | 3. Banda | 00.0 | 3. Jaipur | 00·0 |
| | | 4. Ballia | 14·3 | 4. Ganganagar | 28.6 |

The literacy teacher is paid a remuneration of Rs. 15 per month in all the states except Delhi, where he is full time worker and gets Rs. 90 to 95 per month. In Uttar Pradesh the panchyat must put in a request at the block office for the opening of a literacy class and contribute Rs. 5 towards the pay of the teacher. In Bihar the teacher gets Rs. 15 in the block area, Rs. 10 as remuneration and Rs. 5 for contingencies, whereas he gets Rs. 21 outside the block area, Rs. 10 as remuneration and Rs. 11 for contingencies.

The table below shows the proportion of other expenses met by government in running the literacy classes.

Table 10

**Percentage of villages where other expenses were met by the Government**

| | *Mean % of villages being provided with kerosene oil.* | *Mean % of villages being provided with slates* |
|---|---|---|
| 1. Bihar | 75·8 | 81·9 |
| 2. Delhi | 100·0 | 100·0 |
| 3. Madhya Pradesh | 94·4 | 100·0 |
| 4. Rajasthan | 89·4 | 89·4 |
| 5. Uttar Pradesh | 90·8 | 83·3* |

*The figures exclude Banda district where slates were not provided to any of the centres visited by the team.

It may be seen in Table 9 that quite a substantial number of people buy their own textbooks. In Uttar Pradesh they contribute $\frac{1}{3}$ of the pay of the teacher and also pay for the kerosene oil and slates, though rarely. The government, however, shoulders the major portion of the burden.

**Class conditions**

The classes are held in the building of the community centre or the panchyat, wherever there is one, otherwise in a room or an open verandah provided by the village. The accommodation provided by the village is generally insufficient and the place ill-ventilated. Sometimes 20 people have to be huddled in a room $10' \times 10'$. In some cases a long mat or tarpaulin is provided to sit upon, otherwise the students squat on the bare floor.

On the whole, the arrangements for lighting have been found very unsatisfactory. Excluding the state of Delhi, where the lighting arrangements are good, the number of lanterns provided comes to 1 lantern per class on an average. One wonders how it is possible for the students to read and for the teacher to teach in such insufficient light. The supply of kerosene oil is also not very regular.

**Attendance**

On an average, 20 students were found attending a class. The majority of the students were above 18 years of age. Attendance on the whole cannot be called satisfactory. The much talked of problem of drop-outs was, however, found, according to the registers and the statement of teachers, not to be so serious. It was noticed that in quite a number of classes the number of students who keep on joining the class is more than those who drop out. The data collected in this respect is, however, insufficient.

**Attitude of the villages towards the class**

On the whole the attitude of the village towards the

class was found favourable. In many villages, specially in the community project areas and in Madhya Pradesh, the head of the panchyat and the chairman of the vikas mandal (village development council) often visit the classes. They speak to the students about different village problems and sometimes help the teacher in securing attendance. But the cooperation of the village could be increased. In addition to the leaders, others also visit the class, just to see what is going on and sometimes some of the on-lookers join it as well. Whenever there is a bhajan (recital), some recreational activity or a talk by one of the staff members of the project, quite a large number of the people come to the class to enjoy or to listen.

**The tying up of literacy with other development programmes**

In a broad and general sense it can be said that literacy teaching is tied up with other development activities, particularly if it is organised by the Social Education Organiser attached to the project. In the first place, literacy teaching forms a part of the entire development programme. The village where the class is located and the students of the class are also participants in the total economic, health and educational programme of the project. Secondly, in a number of places, the class is used as a forum for discussing the activities of the project and the problems of the village by the visiting officials of the project *e.g.* the Block Development Officers, the Social Education Organiser, the Village Level Worker, and other extension officers. A few days in the week are set aside for other activities, such as talks about the development activities, group singing, recreation and reading of newspapers and books. But where literacy is organised by agencies other than the project, this tying up was found lacking, specially in Delhi, where the team did not observe any significant activities which normally go on in the project areas or any cooperation between the workers of the department and the project staff. In Madhya Pradesh, wherever the class was organised by the Social Welfare

Department outside the project area, the tying up was not neglected, as the place of the project was taken over by the panchayats to a large extent.

**Motivation**

The new literates interviewed gave diverse and interesting reasons for learning to read and write. The reasons given by them could be classified under the following broad categories :

| | | *percentage of responses* |
|---|---|---|
| 1. | Social prestige | 41·50 |
| 2. | Intellectual development | 30·70 |
| 3. | Aesthetic and cultural considerations | 14·40 |
| 4. | Economic progress | 10·90 |
| 5. | Religious and moral sentiments | 01·20 |
| 6. | Others | 01·30 |
| | | 100·00 |

Some of the reasons given under each category are :

*Social prestige.* "Can read and write letters". "Can sign my name" : "The ability to read commands respect". "I can serve the village better". "I can teach others". "Hindi is our national language". "Hindi is our old language". "At present only 10 in a hundred are literate, but the time is coming when only 10 in a hundred would be illiterate". "It does not look nice when I have to extend my thumb whenever I am required to sign my name". "I will become a human being". "Illiterate persons are like cattle". When we have to go somewhere to see out relatives railway servants keep on pushing us here and there at the railway station. We don't know anything and nobody tells us anything properly".

*Intellectual development.* "I will have knowledge of different things". "I can read books ; is this not enough reason" ? "I will get wisdom (buddhi)"

*Aesthetic and cultural consideration* : "Reading is a good thing". "To remain illiterate is bad", "I can get cultured".

*Economic progress* : "Can get work". "We can read the instructions about cultivation later on, which the Gram Sevak gives us when he comes to our village. After some time I forget his instructions". "So that the money-lender cannot cheat me and when I go to the market for buying or selling I may be sure of the transaction. We can of course find out the rates from other people in the market. But we feel ashamed to ask them".

*Religious and moral sentiments* : "I would know how to worship". "I would learn about morality". "I shall be able to read the Ramayana".

**General observations**

The observations and experiences discussed further may not throw light on any specific point of the study but may help in making the background of the study more vivid.

Throughout our tour of the villages in the different states we received excellent cooperation and help from all concerned. We found the heads of the departments and the staff in the field interested in the study. We also think that studies like this, covering a vast rural area, would be rather difficult without the help and cooperation of the development departments working in the field, specially of the Community Projects; we have been highly impressed by the efficient working of the project machinery, at least so far as our work was concerned. We also found the villagers very cooperative. They helped us in every possible way to complete the quota of new literates to be interviewed in their areas, sometimes to the extent of going late or even staying away from work. They were very hospitable. They kept on waiting for us with samples of improved products *e.g.* a six-foot paddy plant, a big ear of maize, an egg of a leghorn, a beautiful basket made by the daughter or the sister of a farmer, a band of singers (*mod mandali*) and lots to eat. They would not accept any excuses and we had to eat to their satisfaction. Of course, we were also free to eat digestive pills later on according to our

requirements.

There may have been some dislocation in the normal working of the programmes of the block in the villages we visited. But it goes to the credit of the Social Education Organisers, who were informed in advance of our visit, that they utilized the occasion for breaking resistance towards the programme in the villages, in making sceptical groups interested and in bringing divergent groups together at least to some extent. Some of the Social Education Organisers seemed more thankful to us that the team selected their area than we were to them for helping us. But it is also true that some could not make use of the visit. Some were not informed by the education department in advance, *e.g.* in Bihar, and the Social Education Organisers regretted very much that it was so, and some workers were perhaps not trained enough to utilize such occasions *e.g.* in Delhi.

During the course of interviewing the new literates in different corners of the Hindi-speaking area of the country, some interesting facts also came to light. A few of them are described below.

We had no idea that even after 10 years of independence and development work in the villages there would be people who would not know the name of the country and whether it was free or not. The Observation Schedule did not therefore contain any question to find this out. But in one of the states we learnt with surprise that there are some people who are not aware of the name of the country and whether it was free or not. From then onwards we began to ask about this as well. Out of the 67 respondents selected at random, who were asked these questions 6, or 9·0%, did not know that India was free. In addition to these 9%, there were quite a number of people who actually did not know that the country was politically free, but because of the activities of the Community Projects they inferred that it must be free, otherwise these activities would not have been carried on. A common reply was, "Lots of things are happening nowadays in our village.

Roads are being built ; wells are being repaired ; people come and show us ways to get more from our fields and on the top of all this, these schools have been opened for grown-ups like us where we can go and learn to read and write free of cost. People like you are coming from far off places to see what we are doing. This shows that some change has come about, because these things did not happen before". There were a few to whom independence came in a strange guise. "Yes, there is freedom now. Everybody is free to do whatever he likes. Now anybody can come and sit on my cot beside me. You cannot demand work from anybody now, straight to the court he goes". If responses like these are to be taken to mean ignorance of the political freedom that the country has obtained, the percentage of those not knowing about independence would be still higher.

Similarly, out of 314 respondents, 54, or 17·2% did not know the name of the country. It was difficult to make them understand that beyond their district or a few noted cities like Bikaner, Udaipur, Calcutta and Bombay anything else existed. They simply did not have any idea of country or nation. To our specific question, "Have you ever heard the name of Bharat or Hindustan" ? Some would say "Yes I have heard the name of Bharat. I have heard people shouting 'Bharat Mata Ki Jai (long live mother India)". When asked, 'What is Bharat then' ? The innocent reply was, "This I do not know".

III

## ASSESSMENT OF READING NEEDS AND INTERESTS OF NEW LITERATES

It is important for those who are concerned with the movement of adult literacy in India *e.g.* planners of literacy campaigns, Social Education Organisers, librarians, literacy teachers, authors and producers to know the various subjects about which the adult population is interested in reading. Equipped with this knowledge, the planners and the librarians can plan the movement and the library on better lines, the authors and producers can know the degree of interest people have in reading about different subjects. This knowledge may also help the reformer, as he would be sure of the segment of personality where the man is most susceptible to healthy propaganda. But so far not much has been done in India by way of study and research in the reading interests of the new literate and the adult population.

In America, interest in research in this direction was evoked by the publication of "Adult Learning" by Thorndike (54). Thorndike proved that the common belief that adults beyond the age of 30 or 40 could not learn was unfounded. He demonstrated that it was possible to teach adults at any time in their life and to teach almost all the important subjects, knowledge of which may be required in life.

To find the reading interests and habits of adults, a committee was appointed jointly by the American Library Association and American Association for Adult Education in 1926. The work was entrusted to W. S. Gray and R. Monroe (16). This study emphasized that instead of assessing reading interests in terms of books, periodicals and newspapers, it was more useful to find out various types of communication potential in which they may show their reading interests. This study was followed by another in 1931, by Waples and Tyler (56) which was concerned with that population of adults

which had a fairly good educational background and lived mostly in the urban areas. Waples and Tyler found out that there were 6 factors that determined the interests of adult readers, namely age, occupation, environment, sex, previous schooling and the time spent in reading. Accordingly, they divided their respondents among various groups, and compared the reading interests of each group with the other. They found that people wanted to read mostly about subjects nearest to their life. But this study mainly aimed at finding what people *desired* to read about. They have very clearly warned us not to expect the adults necessarily to read what they say they would like to read. A number of factors contribute to this situation. Lack of reading matter, insufficient reading skill, accessibility to books, and a complicated style may come in the way of an adult reading what he says he wishes to read. The other things that they warned against were the following :

(*a*) Their study was aimed at finding out the subjects of reading interest and not the titles of particular books.

(*b*) Secondly, their study was concerned with groups and not with the reading interests of individuals.

(*c*) Thirdly, they were not trying to find out the means of how to make people read or not to read certain kinds of subjects. Their study only explored the areas of subjects about which people said they wanted to read. How interest could be transferred from certain subjects to certain other subjects was not within the sphere of their study.

(*d*) Lastly, they insisted that their study would not indicate what the librarian should try to emphasise, what kind of books should be kept in larger and what kind in smaller numbers.

Later investigations have corroborated quite remarkably the results obtained by this study. In his investigations, Lester Asheim (21) also found that the results obtained by Waples and Tyler were correct. He discovered that women were more interested in fiction than men. Men did more reading

about business and public affairs. Asheim referred to the factors enumerated by Waples and Tyler, and maintained that the more factors, groups have in common, the more their interest agrees. "In other words, groups are interested in themselves, in people like themselves and in problems and situations with which they can identify" (21) Another study was made by John Siddall, (21) a former editor of the "American Magazine". He also found that the first most interesting thing in the world to a man was himself and the next most interesting were the other humans like him. Studies following Waples and Tyler show that accessibility is more important than interest in deciding what a man would read.

The available studies do show a pattern of reading but it is only in terms of groups. There is a wider ange of difference between individuals. In fact, in spite of high rate of literacy in the United States of America there are "Very few people in the United States who do much reading of a purely voluntary sort". The 'Time' magazine (47) for May 7, 1956 (interim edition), has quoted a study by the American Institute of Public Opinion that 57% of America's high school graduates and 26% of its college graduates did not read a single book in the year 1955.

One more study was conducted by Ruth Strang, (50) and it showed that people were more interested in social issues.

All these studies dealt primarily with the adult population which lived in cities and had a fair share of education. None of them was concerned with the rural population or that which had very little ability of reading and writing, except the Gold Coast and Seth Spaulding studies.

In 1953 the Gold Coast Vernacular Literature Bureau (4) prepared a questionnaire and undertook a detailed readers' survey which proved of great help in determining the editorial policy of the Bureau. This study was of a rural population with limited reading ability. Seth Spaulding (45) surveyed about 500 adults of limited reading ability in the rural areas of Costa Rica and Mexico, using a five category questionnaire.

The results indicated that in both the states of Costa Rica and Mexico those interviewed preferred (*i*) recreational reading; (*ii*) material on health; (*iii*) material on home care. A category entitled 'crops' ranked fourth in Costa Rica and legends fifth. The order of the last tow preferences was reversed in Mexico.

The subject of crops ranked proportionately higher among those who were agriculturists. Health and home as categories were rated top interests by the women of both Costa Rica and Mexico. Recreational reading was ranked third. Thus interest is evident in that which is more directly related to daily responsibility, occupation and personal advancement.

> "A write-in section" says Dr. Spaulding, "asking for their suggestions as to the types of reading materials preferred showed overwhelming interest in materials dealing with personal advancement and occupation. In Costa Rica, there was more recreational reading interest expressed than in Mexico. Costa Rican respondents had a mean average of 4.3 pears of schooling, while the Mexican respondents had average of 1·8 years of schooling. A tentative conclusion, may be that audiences with very limited educational training will be interested more in reading material directly related to occupation or personal advancement, while an audience with several years of educational training will have increasing interest in using reading as a recreational device." (48 : 24).

In a readers' survey in Burma, conducted by the Burma Translation Society, (47) it was found that four out of ten of the least popular books were among the science books of the society, and the other six were on subjects of general interest (*Burmese Economic Life*, *UN Organization*, *World History*, and so on). The most popular books consisted of religious literature, fiction and self-help books, one on *How to Win Friends and Influence People* and another entitled *Guide for Youths*, a publication giving practical information for enjoyable

living to the village youth.

**The present study**

As has been discussed in detail in chapter I, 5 of the Hindi-speaking states of India were selected for interviewing the adult new literates of rural areas to know their reading needs and interests. The procedure and the technique for finding out the reading preference have also been discussed. The table below gives the picture in detail of the subjects preferred by the new literates of different age group in different states.

Table 11

**The reading preferences of males of different age groups in different states**

| *States* | *12-18 years* | *19-30 years* | *31-50 years* |
|---|---|---|---|
| | (N*=61) | (N=100) | (N=12) |
| Madhya Pradesh | 1. Agriculture<br>2. Religion<br>3. Folk songs<br>4. Games & sports & horticulture<br>5. Land reforms & classical lit. | 1. Agriculture<br>2. Land reforms<br>3. Religion<br>4. Folk songs & history<br>5. Child care morals & horticulture | 1. Religion<br>2. Land reforms<br>3. Panchayat<br>4. Child care<br>5. Agriculture |
| | (N=51) | (N=108) | (N=26) |
| Rajasthan | 1. Agriculture<br>2. Religion<br>3. Games & sports and folk songs<br>4. Tit-bits and horticulture<br>5. Classical lit. | 1. Agriculture<br>2. Religion<br>3. Morals & land reforms<br>4. Health & hygiene<br>5. Horticulture | 1. Agriculture<br>2. Religion<br>3. Horticulture<br>4. Land reforms<br>5. Panchayats |
| | (N=38) | (N=51) | (N=10) |
| Delhi | 1. Agriculture<br>2. Animal husbandry | 1. Religion<br>2. Agriculture | 1. Religion<br>2. Animal-husbandry & history |

*N = Number of cases.

*Contd.*

*Contd.*

| *State* | *12-18 years* | *10·30 years* | *31·50 years* |
|---|---|---|---|
| Delhi | 3. Horticulture & diet | 3. Animal husbandry | 3. Social evils and land reforms |
| | 4. Games and sports | 4. World peace | 4. Health & hygiene. |
| | 5. Modern stories | 5. Morals | 5. Child care |
| | | | 6. Agriculture |
| | (N=38) | (N=131) | (N=32) |
| Uttar Pradesh | 1. Agriculture | 1. Agriculture | 1. Agriculture |
| | 2. Religion and animal husbandry | 2. Religion | 2. Animal husbandry and reforms |
| | 3. Horticulture | 3. Animal husbandry | 3. Religion |
| | 4. Folk songs | 4. Land reforms | 4. Health and hygiene & morals |
| | 5. Modern stories | 5. Health and hygiene | 5. Classical-literature |
| | (N=28) | (N=58) | (N=13) |
| Bihar | 1. Religion | 1. Agriculture | 1. Agriculture |
| | 2. Agriculture | 2. Religion | 2. Religion |
| | 3. Health and hygiene | 3. Health and hygiene | 3. Health and hygiene |
| | 4. Panchayats | 4. Land reforms | 4. World peace |
| | 5. Modern stories | 5. World peace | 5. Land reforms |

A cursory glance at the table shows that agriculture has come out as the first preference of the age group 12-18 in 4 of the 5 states. Only in one state *i.e.* Bihar, religion has taken the place of first preference and agriculture the second. Religion has got the second preference in three states except in Delhi and Bihar. As its second preference, Delhi prefers animal husbandry and Bihar, agriculture.

Coming to the population of the age 19 to 30 years, we find that agriculture again has scored the first preference in

four states, except in Delhi, where religion is the first preference. But the difference between the scores is negligible for any practical purpose. Religion has scored second preference in 3 states, but in the state of Delhi and Madhya Pradesh agriculture and land reforms respectively are the second preferences.

The third age group, of 31-50 years, showed its first preference for agriculture in three states. Only in 2 states religion got the first preference. It is interesting to note that responses on religion have increased from first preference in one state to first preference in two states with advancement of age. However, we find that agriculture, religion, land reforms, and animal husbandry have been the most preferred topics in various states in terms of various age groups. None of the adolescents were interested in social evils or child care, but they were interested in folk songs, games and sports and modern stories. The adult population, in addition to agriculture, religion, land reforms and animal husbandry, was interested in other serious subjects like health and hygiene, child care, morals and world peace. It is interesting to note that the group beyond the age of 18 showed scarcely any interest in light or recreational subjects, such as tit-bits, folk songs, games and sports or modern stories. One wonders whether this group has become so serious or the burden of eking out a living is so heavy that it has no desire left for reading for enjoyment. Or, perhaps the reason behind this feeling is the traditional sanction against the lighter aspects of life and hence this outright rejection of lighter subjects.

The reading preferences of different age groups is shown in Table 12.

Table 12.

**The preferences of different age groups of male new literates in the Hindi speaking area as a whole**

| *Age groups* | *Topics* | *Scores out of 10* |
|---|---|---|
| 12-18 years | 1. Agriculture | 4·4 |
| | 2. Religion | 3·4 |
| | 3. Horticulture | 2·6 |
| | 4. Folk songs | 2·5 |
| | 5. Games and sports | 2·3 |
| 19-30 years | 1. Agriculture | 4·8 |
| | 2. Religion | 3·7 |
| | 3. Land reforms | 2·8 |
| | 4. Animal husbandry | 2·3 |
| | 5. Health and hygiene | 2·2 |
| 31-50 years | 1. Agriculture | 5·0 |
| | 2. Religion | 4·4 |
| | 3. Land reforms | 3·5 |
| | 4. Health and hygiene | 3·1 |
| | 5 Animal husbandry | 2·9 |

In all the 3 age groups, the first preference of agriculture and second of religion has remained unaltered in all the five states. This is a noteworthy result, as it shows that in spite of the cultural differences between the East and West, the theory that the problems nearest to life are preferred most appears to be validated. Agriculture is the main occupation of the people and it has been given the first preference. Religion has got the second preference, which shows that the rural population of India attaches great importance to morality, spiritualism and every thing else that religion signifies. The third preference of the adolescent group is horticulture and that of the adult and the older group is land reforms in all the five states. Since the advent of freedom, India has embarked upon countrywide land reforms. A number of laws have been enacted in the state assemblies side by side with the Bhudan and the various Kisan movements in the country.

This may be the reason for the adult group giving third preference to land reforms. But the adolescent group does not seem to attach much importance to it. It may be that in the pre-independence period, the boys in the group from 12-18 were small children and they could not have experienced the hardships caused by the land tenure system and the agrarian policy of that time. They also cannot appreciate the importance of the present land legislations or appreciate the effects of the reforms that are taking place. The 4th and the 5th preference varies from group to group. The youngest group gives 4th and 5th preference to lighter subjects like folk songs, games and sports, whereas the two older groups in all the 5 states, have given their 4th and 5th preference to animal husbandry and health and hygiene.

We have now a picture of the reading preferences of the new literates in various states and at different age levels. It would be interesting to see if there are any significant changes in these preferences according to their occupations.

Table 13

**The reading preferences of new literates of various occupational groups**

| *Occupations* | *Topics* | *Scores out of 10* |
|---|---|---|
| **Agriculturists** | | |
| | 1. Agriculture | 5·6 |
| | 2. Religion | 3·7 |
| | 3. Land reforms | 2·8 |
| | 4. Animal husbandry | 2·5 |
| | 5. Horticulture | 2·4 |
| **Agricultural labourers** | | |
| | 1. Religion | 3·3 |
| | 2. History | 3·1 |
| | 3. Agriculture | 2·9 |
| | 4. Folk songs | 2·4 |
| | 5. Child care | 2·2 |

*Contd.*

| | | | |
|---|---|---|---|
| **Artisans** | | | |
| | 1. | Religion | 3·8 |
| | 2. | Agriculture | 3·2 |
| | 3. | Health and hygiene | 2·7 |
| | 4. | Land reforms | 2·3 |
| | 5. | Technology | 2·2 |
| **Government servants** | | | |
| | 1. | Agriculture | 4·0 |
| | 2. | Religion, General Science and Land reforms | 3·3 |
| | 3. | Child care | 2·4 |
| | 4. | History, Biography and world peace | 2·2 |
| | 5. | Panchayats | 2·1 |
| **Shopkeepers and others** | | | |
| | 1. | Agriculture | 3·9 |
| | 2. | Religion | 3·3 |
| | 3. | Horticulture | 2·8 |
| | 4. | Social evils | 2·5 |
| | 5. | Games and sports | 2·4 |

Table 13 shows that there is no significant change in the reading interests of the new literates following different professions up to the first and the second preference level, except in the case of the farm labourers, where it is different. The new literate, be he a farmer, an artisan, government servant or a petty shopkeeper, shows the greatest amount of interest in agriculture and religion—his first and second preferences. But if he is a farm labourer he is not so much interested in agriculture ; instead his interest shifts to 'history' and religion becomes more important to him than agriculture. He selects it as his first preference. This class constitutes the lowest startum of the rural society. Its members neither possess land nor it seems, have any hopes of ever possessing land of their own and cultivating it. This class is rapidly disappearing from the village scene and settling down in urban areas to find

employment in factories and elsewhere.

After the agriculturist and the farm labourer, comes the third group, the artisans of the village. This class, although not very happy and not very satisfied with the present village economy, has enough to bank upon. It consists of black-smiths, washermen, carpenters, weavers, barbers, goldsmiths and tailors. But it can be safely said that today they have all become more or less agriculturists, and because of the tradition of their castes, they also serve society through their particular crafts. Most of them either own land or are given small plots by their yajmans (customers). Some of them have even bought land out of their own resources. Sometimes they cultivate the land of others on the basis of share-cropping, or as sub-tenants.

The fourth group consists of government servants. These are generally village chaukidars and peons etc. Nearly every individual in this class possesses land. Although some of them do not cultivate the land themselves, yet because of the tradition of share-cropping and the sub-tenancy system, which has been prohibited in certain states now, but has been in existence for a long time, they give out their land to others to cultivate, and take half of the yield at the time of harvesting. But in the majority of cases they have other family members in the village who cultivate the land. In fact, this group does not constitute a class in the village. Members of this group are scattered in ones and twos through the villages. They are the sons of agriculturists, and the only change that has come about is that some of them have acquired a little bit of education and entered government service. They maintain their relations with their family in the village ; they always think of the village as their home and of service as a passing phase. Their loyalties are to the village and its traditions. That is why the pattern of reading interests of this class is almost identical with that of the agriculturists. The difference appears a bit in the second preference, but mainly after it. The pure agriculturists have agriculture and religion as their

first and second preferences. Their 3rd, 4th and 5th preferences are also linked with agricultural problems viz., land reforms, animal husbandry and horticulture. Agriculture and religion remain the first and the second preferences of the government servant group as well, with the only difference that they give the same importance to general science and land reforms as to religion. But their 3rd, 4th and 5th preferences indicate a wider range of interest. Child care, history, biography, world peace, and panchayats take the place of subjects closely related with agriculture viz., animal husbandry and horticulture. Land reforms was the third preference of the agriculturists also. But the government servants have given two more preferences of general science and child care. Their 4th and 5th preferences are history, biography, world peace and panchayats. The amount of education that they have had or their constant contact with the educated and the town folk may have served to widen their mental horizon and stimulate their interest in social subjects.

The 5th group consists of shopkeepers, merchants, confectioners and others. This class is fundamentally agriculturist. It possesses land and is economically well off. The pattern of its interest also resembles that of agriculturists. If the first and the second preferences are agriculture and religion the third is related to agriculture *i. e.*, horticulture. Like other groups its 4th and 5th preferences undergo a change. The farm labourers prefer folk songs and child care, the artisans prefer land reforms and technology, the government servants prefer history, biography and world peace whereas this class prefers social evils, games and sports.

The findings so far show that the reading interests as revealed by the new literates themselves follow a set pattern. Whether the interest is seen in terms of different states, all of which broadly speaking have a similar culture, or in terms of economic and social conditions, or in terms of age groups, the order of preferences generally remains the same as far as the first and the second preferences go. The trend of the

third preferences also remains more or less the same. Subjects related to agriculture such as land reforms, horticulture and animal husbandry, occupy the third place, except in Bihar, where it is definitely health and hygiene. Other subjects which have been given third preference in some of the states are folk songs, games and sports. At the level of the 4th and 5th preferences they are subjects related to agriculture or modern stories, child care, health and hygiene. When the preferences are considered in terms of different professions, the first, second and the third preferences follow the same pattern. Only at the level of the 4th and 5th preferences the occupational groups show a slight interest in their particular occupation or in wider subjects such as history, biography, world peace, folk songs and child care.

We may now consider the reading preferences from another angle. We have not got enough data in regard to female responses from all the states. The reasons are mainly two-fold. First, the number of female classes were much fewer compared to the number of male classes in the areas of our sample, except in Delhi and Madhya Pradesh. Secondly, almost in all the states, it was not very convenient for the male interviewers to interview the female respondens, and the research party consisted of only male interviewers except one provided by the Director of Social Welfare Department Madhy Pradesh. Thus, because of the presence of the female interviewer in Madhya Pradesh and because of the fact that in Delhi the number of female classes was almost equal to the number of male classes and the female respondents did not mind being interviewed by the male interviewers, (indeed, some of them showed rather an anxiety for the interview), we have been able to collect enough female responses from these two states. The table below shows the comparative reading preferences of males and females.

Table 14.

**The reading preferences of males as compared to those of females (Delhi and Madhya Pradesh)**

| | *Topics* | *Scores* | | *Topics* | *Scores* |
|---|---|---|---|---|---|
| | *Delhi* | | | | |
| | (N=21) **Males (12-18 years)** | | | (N=38) **Females (12-18 years)** | |
| 1. | Agriculture | 5·5 | 1. | Religion | 5·5 |
| 2. | Animal husbandry | 3·6 | 2. | Biography | 3·5 |
| 3. | Horticulture and diet | 3·3 | 3. | World peace | 3·4 |
| 4. | Sports and games | 3·0 | 4. | Folk songs | 3·3 |
| 5. | Modern stories | 2·9 | 5. | Modern stories | 2·7 |
| | (N=53) **Males (19-30 years)** | | | (N=12) **Females (19-30 years)** | |
| 1. | Religion | 4·3 | 1. | Religion, biography and child care | 3·8 |
| 2. | Agriculture | 4·2 | 2. | Morals | 3·3 |
| 3. | Animal husbandry | 3·1 | 3. | Modern stories | 2·8 |
| 4. | World peace | 2·7 | 4. | Diet | 2·7 |
| 5. | Morals | 2·6 | 5. | History | 2·6 |
| | *Madhya Pradesh* | | | | |
| | (N=61) **Males (12-18 years)** | | | (N=29) **Females (12-18 years)** | |
| 1. | Agriculture | 4·0 | 1. | Religion | 3·5 |
| 2. | Religion | 3·1 | 2. | Folk songs | 2·9 |
| 3. | Folk songs | 2·7 | 3. | Games and sports | 2·8 |
| 4. | Sports and games and horticulture | 2·5 | 4. | General science | 2·3 |
| 5. | Land reforms and classical literature | 2·1 | 5. | Handicraft | 2·2 |
| | (N=100) **Males (19-30 years)** | | | (N=15) **Females (19-33 years)** | |
| 1. | Agriculture | 4·2 | 1. | Religion | 3·7 |
| 2. | Land reforms | 3·1 | 2. | Agriculture and general science | 3·2 |
| 3. | Religion | 3.0 | 3. | Child care and history | 2·9 |
| 4. | Folk songs and history | 2·7 | 4. | Classical literature | 2·8 |
| 5. | Child care, morals and horticulture | 2·0 | 5. | World peace | 2·7 |

N—Number of cases

As stated earlier, the pattern of the reading preferences of the new literate males is rather similar in all the states. The reading preferences of females follow a different pattern. Religion is the first preference of females in Delhi, though not to the same extent in the 19-30 years age group, which gives equal importance to biography and child care. Religion is again the first preference of females of the age group 12-18 in Madhya Pradesh. The females of the age group 19-30 of this state also give their first preference to religion. After the second preference, the interest does not seem to follow any definite pattern, except that it indicates little interest in agriculture or topics related to agriculture. The deductions here may not be very reliable, as the number of cases is small. Table 14 shows that after religion they are more interested in topics related to other important aspects of life or in lighter topics *e.g.* child care, history etc.

It is common knowledge that the women folk in villages do not remain aloof from the occupation of the male members of their household. They are as much concerned with the agricultural work as the male members of the family, except that they do not plough or do such heavy work. But they sow and weed, harvest and store and look after the animals. It is a bit surprising, therefore, that they have not shown much interest in agricultural subjects. There may be two reasons for this. We have interviewed only the 'new literate' females. It may be that only those women join the classes for learning reading and writing and other skills such as embroidery, knitting, sewing and child care who come from families a bit well off, who have time to spare and possess a certain amount of enlightenment. Those who lead a very hard life and generally work in the fields have neither the aptitude, nor the desire, nor the time to join the literacy classes. These responses are, therefore, of those females who do not actually work in the field, but are engaged only in household work. The second reason may be that although these respondents have an interest in the agricultural practices of their family.

they may be thinking that agriculture is the responsibility of the male members and they need not bother themselves about reading on these topics.

**The most preferred topics**

Perhaps it would be most helpful if the authors and the producers studied the most preferred topics closely. Before they attempt to produce books for new literates it would also be useful for them to know what amount of information the new literates already possess on different topics, what more information is needed and what is the intensity of interest of different age groups in the different topics. Table 15 shows in detail the responses of "no knowledge" and "interest" on different topics related to agriculture. 'No knowledge' denotes that the respondent is not aware of the modern or more progressive methods of effecting improvement, the benefits that may accrue if better methods are adopted or if agricultural activities are organized on modern lines. 'Interest' shows that they have expressed a desire to read books on these topics for further knowledge, when the topics have been explained to them in an objective manner, wherever there was a need.

Table 15 shows some very interesting features. Quite a substantial number of the new literates in the age group 12-18 and 19-30 have no knowledge whatsoever about modern agricultural practices. But knowledge about these increases with age, so that only 28·4% of the new literates, on an average, in the age group 31-50 are ignorant of the improved methods. Animal husbandry, however, seems to be a topic on which most of the new literates seem to be well-informed. Only 26% in the first age group, 14% in the second age group and 12·5% in the third age group seem to have no knowledge about this topic. Cooperatives, the Japanese method of rice cultivation, seed preservation, and plant diseases, are topics which seem to require much more attention from all concerned with the increase in agricultural pro-

Table 15

**The percentage of 'no knowledge' and 'interest' responses on agricultural topics preferred as first, second or third choices**

| *Topics* | *No Knowledge* 12-18 | 19-30 | 31-50 *years* | *Av.* | *Interest* 12-18 | 19-50 | 31-60 *years* | *Av.* |
|---|---|---|---|---|---|---|---|---|
| 1. Cooperatives | 75.0 | 66.3 | 50.7 | 64.0 | 56.9 | 70.0 | 75.1 | 67.7 |
| 2. Japanese method of cultivation | 55.8 | 50.1 | 26.4 | 44.1 | 60.5 | 64.5 | 54.0 | 59.7 |
| 3. Consolidation of holdings | 42.3 | 47.8 | 34.7 | 41.6 | 78.0 | 65.0 | 68.1 | 70.4 |
| 4. Seed preservation | 43.0 | 35.3 | 30.6 | 36.3 | 76.5 | 80.2 | 79.2 | 78.6 |
| 5. Diseases of plants | 40.0 | 28.9 | 25.0 | 31.3 | 78.9 | 87.2 | 83.3 | 83.1 |
| 6. Fertilizer | 27.8 | 23.0 | 25.0 | 25.3 | 77.5 | 80.3 | 76.4 | 78.1 |
| 7. Horticulture | 27.5 | 24.5 | 22.5 | 24.8 | 83.3 | 82.6 | 77.5 | 81.1 |
| 8. Animal husbandry | 26.0 | 14.0 | 12.5 | 17.5 | 84.8 | 87.1 | 80.6 | 84.2 |

duce and the well being of the rural population. Quite a substantial percentage in every age group seems to have no knowledge about these matters. Cooperatives have fared the worst. Consolidation of holdings seems to be the topic least known about, after Japanese method of rice cultivation and cooperatives, in the second age group. But it is not true of the new literates in all the states. The percentage of 'no knowledge' about consolidation of holdings has gone up mainly because of the response of new literates in Rajasthan, where the idea does not appear to have been propagated on any large scale. No doubt, some of these topics require much more attention than they seem to have received. But the position is not bad if the agricultural topics are seen as a whole. On an average 64·4% of the new literates seem to be informed about modern methods of agriculture.

Another important point which emerges from the data given in Table 15 is that a great majority of the new literates have shown a keen interest in reading about the modern methods in these aspects of agriculture ; 54% to 87·3% are interested in reading about them. It is also noteworthy that,

on the whole, the interest in knowing more about these items increases with the increase of age up to 30 years. But those above 30 are not as interested as those in the age group of 19-30. More percentage of the respondents of the latter age group, being in the prime of life, have shown desire for more knowledge. But there is one topic, cooperatives, in which the older generation is more interested.

The position about the knowledge of modern methods and in certain cases about the topic itself may be profitably utilized by the producers of literature. Let us take, for example, the position of cooperatives. The responses of the new literates show that on an average 64% of them cannot even tell what a cooperative society is and what it stands for. For these people, books like 'Nathu Dhanwan Ho Gaya', produced by the Jamia Millia, do not seem to serve any purpose at all. The book narrates the story of a villager who visited a cooperative society, was impressed by its working, got training in animal husbandry, returned to his village and persuaded the villagers to form a cooperative society. This was so successful that Nathu and his fellow-members began to live a happy life. 64% of the new literates are not likely to derive much benefit from this book as they do not seem to have any idea of what a cooperative is and what can be done through it. The remaining 36%, who know what cooperatives and their benefits are, perhaps require something more solid, more informative and convincing than this superficial type of approach Similarly, we may take the Japanese method of rice cultivation. On an average 44·1% of the new literates have no knowledge of this method at all. A book meant for this section of readers will be more useful if, instead of presenting the details of this method, it introduces the whole topic in a simple manner and draws out the advantages of this method in order to awaken the interest of the reader. On the other hand, if we notice that a large number of the people already have some knowledge about the subject and wish to increase it, we need not waste time explaining elementary facts or minor

details. We may go right ahead deep into the subject. Animal husbandry would be a good example. Only 17·5% of the new literates have no knowledge of the subject and 84·1% wish to know more about it. It means that the majority of the readers possess the basic information and now wish to have some deeper and more useful knowledge about it.

Let us now see the position of those topics which have received the 4th and the 5th preferences in the majority of cases. The table below gives the responses of 'no knowledge' and 'interest' of the new literates on these topics.

Table 16

**The percentage of 'no knowledge' and interest' responses related to topics preferred as 4th or 5th choices.**

| | | *No knowledge* | | | | *Interest* | | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Topics* | *12-18* | *19-30* | *31-50* | *Av.* | *12-18* | *19-30* | *31-50* | *Av.* |
| 1. | Biographies | 71·3 | 59·8 | 43·3 | 58·1 | 76 9 | 75·9 | 86·6 | 79 8 |
| 2. | Care of pregnant women | 66·0 | 54·9 | 43 7 | 54·9 | 52·1 | 73·8 | 78·9 | 68·3 |
| 3. | Mental health | 54·8 | 41·3 | 37·5 | 44·5 | 87·7 | 92·1 | 91·7 | 90·5 |
| 4. | Modern stories | 47·2 | 34·4 | 18·8 | 33·5 | 75·7 | 75·2 | 66·7 | 72·5 |
| 5. | Folk songs | 23·4 | 15·7 | 23·0 | 20·7 | 68 6 | 63·4 | 47·4 | 59·8 |
| 6. | Games & sports | 11·0 | 12·5 | 25·8 | 16·4 | 72·4 | 61·2 | 40·9 | 58·2 |

These preferences also follow approximately the same lines as the first, second and third preferences. Biography, modern stories, child care, health and hygiene are topics about which the adolescent group has got little knowledge. But with increase in age the knowledge about these topics also increases. The first age group seems to be interested in games, sports and folk songs. Only a small percentage of this age group is ignorant of these topics. On the other hand, knowledge about rest of the four topics mentioned above, increases and the knowledge about games and sports and folk songs diminishes with the second and the third age groups. The diminishing of knowledge about the latter topics may indicate lack of interest.

Now let us consider the position of some of the less preferred topics.

Table 17

**The less preferred topics on the preferred cards**

| Topics | Average score out of 10 |
|---|---|
| 1. Spare time occupations | 1·5 |
| 2. Cooperatives | 1·1 |
| 3. Technology | 0·9 |
| 4. Five Year Plan | 0·8 |
| 5. Democracy | 0·5 |

All these topics are important from the point of view of community development programmes. The score on these topics is obviously low, which shows that the average man in the villages attaches very little significance to them. It seems that the development workers have not been persistent and clear enough in imparting knowledge about these subjects and cultivating a taste for them. But these are some of the vital problems and information about them needs to be diffused. The indifference of the new literates, however, does not mean that they are unaware of the concrete manifestations of the Five Year Plan, democracy and the cooperatives. But when concepts, or even the most common terms, *e.g.* 'panchvarshia yojana', 'parajatantra', 'sahakari samiti' are mentioned to them, they are unable to comprehend them even today. They have understood the meaning and implications of technology (mashinen aur kal purze) and spare time occupations (fursat men amadni ke kam), but it seems they do not care for them.

It is interesting to compare their responses in regard to these topics on the preference cards with their responses on the inventory. When the above topics were explained to them by the interviewer, the percentage of those who showed interest in them is as follows :

| | *Topics* | *Percentage of interest responses* |
|---|---|---|
| 1. | Spare time occupations | 27·0 |
| 2. | Cooperatives | 67·7 |
| 3. | Technology | 50·2 |
| 4. | Five Year Plan | 70·2 |
| 5. | Democracy | 63·4 |

The above percentage of responses shows, there was no aversion to reading on all the topics, rather, the respondents showed sufficient interest in cooperatives, Five Year Plan and democracy. They were, however, not interested to the same extent in reading about spare time occupations and technology. The majority of the farmers seem to have the feeling that they have no time to spare. Whatever interest has been shown in technology mainly reflects the view of respondents about the sewing machine.

The preference and the interest responses of the new literate on the above topics throw light on another important point, connected with the titles of reading materials for the new literate. Before the cards were presented to him, every new literate was instructed by the interviewer to ask him the meaning of any title on the card if he did not understand it. But perhaps the first glimpse of a printed word which he did not understand was enough to scare him. Few ventured to ask the meaning of a title when they did not understand it. But when the same topics were presented through the inventory and were promptly explained by the interviewer briefly and objectively, if he felt that the respondent had not understood it, the responses were different. Many of them were positive. This fact is a warning to producers that the titles of books should not be such that the new literate has difficulty in understanding their meaning. Otherwise he may not touch the book. But it would not always be easy to avoid such titles There are certain words which would be perhaps impossible to replace *e g*. 'prajatantra' for democracy, 'sanskriti'for culture, and 'Panch Varshiya Yojna' for the Five Year Plan. However, authors and the producers should bear this fact in mind when

selecting titles for books.

**Other topics of interest**

Table 18 (given as Annexure G) shows the percentage c 'knowledge' and 'interest' responses of new literates of variou age groups on some important items of the inventory. If th authors, producers and librarians study this table they wi have a picture before them of the 'knowledge' and 'interest' c new literates on the topics of the inventory. This picture ma be of help to them when they wish to write, produce, or selec books on these topics.

Out of these topics, 12 have been taken out and th 'knowledge' and 'interest' responses on them presented in tabl 19 below. All these topics may be called important from th national point of view. As we wish to build a new nation, w would also like to broaden the horizon of knowledge of th common man, change his traditional outlook and release hir from confinement within his immediate environment and need:

Table 19

**The 'knowledge' and 'interest' responses of new literates of various age groups on 12 selected topics.**

| | *Topics* | *No knowledge* 12-18 | 12-30 | 31-50 | Av. | *Interest* 12-18 | 19-30 | 31-50 | A |
|---|---|---|---|---|---|---|---|---|---|
| | | *Years* | | | | *Years* | | | |
| 1 | Foreign policy of Indian govt. | 95 7 | 85·2 | 80 6 | 87·2 | 44 7 | 59·9 | 75·0 | 59 |
| 2. | U.N.O. | 91·0 | 84 4 | 85·7 | 82 0 | 39·7 | 48·0 | 68·1 | 51 |
| 3. | Family planning | 85·4 | 84·4 | 77·1 | 82·3 | 49·3 | 73·3 | 70·0 | 64 |
| 4. | Democracy | 92·1 | 82·8 | 71·2 | 82·0 | 53·1 | 64 5 | 72·5 | 63 |
| 5. | Saving schemes | 86·3 | 73·4 | 62 5 | 74·1 | 59·0 | 71·5 | 78·3 | 69 |
| 6. | Five Year Plan | 82·3 | 75·5 | 50 0 | 69·3 | 63·1 | 69 0 | 78·6 | 70 |
| 7. | Poultry keeping | 62·7 | 60·9 | 58·0 | 60·5 | 16·2 | 13·7 | 15·9 | 15 |
| 8. | Care of pregnant women | 66·0 | 54·9 | 43·7 | 54·9 | 52·1 | 73·8 | 78·9 | 68 |
| 9. | World peace | 62·0 | 47·4 | 34·3 | 47·9 | 69·7 | 79·3 | 87·1 | 78 |
| 10. | Control of anger | 54·0 | 35·5 | 29·6 | 39·7 | 72·3 | 79·5 | 83·1 | 78 |
| 11. | Untouchability | 42·9 | 35 9 | 29·2 | 36·0 | 54·4 | 59·8 | 70·7 | 61 |
| 12. | Disadvantages of litigation | 49·3 | 30·0 | 24·3 | 34·5 | 49·3 | 51·0 | 55·7 | 52 |

We shall discuss these topics one by one.

**Foreign policy of India**

87·2% do not know anything about the foreign policy of the country. Nor does there seem to be a keen desire to know about it, except in the oldest group, 75% of whom wanted more information.

**U. N. O.**

87% of new literates do not even understand what U.N.O. is. 51% have shown a desire to read about it. The new literates in the age group 31-50 seem to be the keenest, as 68·1% of them have given a positive reply.

**Family planning**

There is a feeling in certain quarters that India being a religious minded country and the Indian farmer being tradition-bound, the very idea of family planning would be considered objectionable. But we felt little resistance from the people. It is true that 82·3% of them did not know what it was, but quite a high percentage of them showed definite interest in the subject. The average percentage of those who wish to read about family planning comes to 64·2%. This is low because the majority of the adolescent group had no interest in it, otherwise 73·3% of the second group and 70% of the third expressed a definite desire to read and learn about family planning. The interviewers were hesitant to ask the opinion of the female respondents, but when the topic was presented and explained to them and they were asked whether they would like to read about it, the majority of them would nod their heads in the affirmative.

**Democracy**

The present concept of democracy is comparatively new and it has not filtered down to the villages. New literates in all the age groups seem to be ignorant of it, so much so that 82% have no knowledge about it. The interviewers found it difficult to explain to the people what democracy

was. However, after objective explanations, 63·4% of the new literates showed an interest in the topic. The third age group was most interested, 72·5% of them wanting to read about it.

**Saving Schemes**

71·4% of the new literates have no knowledge about saving schemes, the largest percentage being of those in the age group 12-18. The desire for reading about it grows rapidly with the increase in age. 69·6% of the new literates would like to read about it.

**Five Year Plan**

It is rather strange that inspite of the efforts of the Community Projects, 69·3% of the new literates do not even know the words 'Panch Varshiya Yojna'. But it cannot be said that they are unaware of the activities of the Community Projects. In reply to our question whether they knew that India was free, those who replied in the affirmative sometime adduced in proof the activities of the Project in the village. The table also shows that with the increase of age, knowledge about the Five Year Plan also increases. There is a definite desire in all the groups to read about it. 70·2% of the new literates clearly indicated their interest.

**Poultry keeping**

On an average 60·5% of the new literates have no knowledge of modern methods of poultry keeping, and do not seem to be interested. Only 15·3% have shown positive interest. This may indicate a general and definite aversion.

**Care of pregnant women**

66% of the new literates in the age group of 12-18 have no knowledge about this topic, but the older group does not seem to be quite ignorant of it. Similarly, 47·9% of the adolescent group would not like to read about it, but the second and third group have shown interest. On the whole, only

54·9% have no knowledge of the topic. 68·3% have said that they want to read on this topic.

**World peace**

It is rather surprising that only 47·9% of the new literates have no knowledge about it. Quite a good percentage of the second and third group seems to be aware of it. But we think that knowledge about world peace does not mean that they are aware of the present political situation in the world. Perhaps the word 'peace' (shanti) has helped to give them a general idea of the problem. Quite a high percentage of them (78·7%) would, however, like to read about world peace. The desire to read on this topic seems to be equally high with all the age groups, but specially with the third age group.

**Control of anger**

This topic has shown surprising responses. Most of the new literates seem to be aware of the ways of controlling anger except, of course, the adolescent group, of which 54·8% do not know about it. On the whole, only 44·5% of the total new literates showed no knowledge about. But a very high percentage of the new literates in all the age groups would like to read about the topic. The total percentage of those who have given positive responses comes to 78·3%—the highest positive response after world peace.

**Untouchability**

64·4% of the new literates know about this topic and 61·3% would like to read more about it. The oldest group (31-50 years) seems to be specially interested.

**Disadvantages of litigation**

As may be expected, most of the new literates are aware of the disadvantages of the litigation. Only 34·5% said that they had no knowledge of it. The age group of 12-18 was found more ignorant. But the average of 52% of the 'interest'

response does not indicate a general interest in this topic.

We would like to add in the end that an average of less than 50% positive responses may be taken to indicate that the new literates are not interested in the topic. The new literates can be persuaded to read about topics having 50-75% positive responses, and they stand a fair chance of being popularised. Topics securing more than 75% may be said to be of extreme interest to the new literates and they may not require any persuasion to read about them.

It may also be mentioned that the interest shown by the new literates in various items of the preference cards and the inventory may not be very sharp, specially in the case of those items which were explained to them by the interviewer. And this is understandable. Most of them did not have enough experience of books. Sometimes the items, such as democracy, family planning and U.N.O., were unknown to them. Although it cannot be said that the idea behind them and their importance exercised no influence in their life, it may be true that they have not given much thought to them before, and when the topics were presented and explained to them by the interviewer they thought over them there and then and gave their responses. Such responses may not, therefore, be very sharp, but some of them are, none the less, positive.

IV

# AN ASSESSMENT OF THE TECHNIQUES OF PRODUCTION

## Introduction

Today a large number of agencies are producing small booklets in simple Hindi for adults of limited reading ability. But so far not much has been done to investigate and assess the techniques of production used by the agencies. This is the first, but also a limited study in India of this kind.

The problem of the illiteracy of Indian masses has been engaging the attention of the leaders of the country for over forty years. Night schools were started long ago for teaching the people reading and writing, primarily with a religious motive. These night schools were organised mostly by philanthropic agencies and individuals. There were 107 night schools in Bengal with an enrolment of 2739 as far back as 1917. The leaders also realised that libraries form the most important factor in a literacy drive and in self-education. Baroda established stationary and circulting libraries in 1910. Sir Visvesvarayya, the Dewan of Mysore, established a network of libraries throughout Mysore state in 1912. (37 : 5-6 passim).

But these libraries contained few books designed to meet the requirements of those who had had very limited ability to read and comprehend. No definite attempt had been made till then to produce special books for such readers.

The first organised attempt to produce reading material specially suited to the needs and abilities of the new literate was made by the Mass Literacy Committee, Patna, Bihar, and the Jamia Millia Islamia, New Delhi, during the first popular ministries of 1937. Dr. Syed Mahmud, Education Minister of Bihar, inspired the work and for the first time 100 ten-paged booklets in simple language were published in Hindi and Urdu by the Committee. They were sold at the rate of 6 pies

per booklet.

The Second World War started in 1939. Soon after, the Congress Ministries resigned and the literacy movement suffered a setback. With no living countrywide literacy movement in the country, there was no question of producing books for new literates. The economy of the country, the political conditions, and the cultural activities were all in a state of uncertainty and flux.

The Jamia Millia Islamia, being a voluntry organisation, continued its work of production, and it was perhaps the only agency during those days in the whole of the Hindi speaking area which did not abandon its function.

After the advent of freedom in 1947, the Central Ministry of Education gave considerable financial help and encouragement to the production of simple literature for literacy campaigns. Literacy was conceived in a broader context and a number of agencies sprung up producing such literature and starting field work in social education.

The state of Bihar also started the work again soon after independence. The state government created a new department called the Adult Education Board, at Patna, to produce literature for new literates and to popularize and guide literacy work at the state level. Similarly, the Directorate of Public Instruction, Madhya Pradesh, set up its own Production of Literature Section to feed the statewide literacy campaign of 1948 with simple reading material both in Hindi and Marathi. The Bombay City Social Education Committee, a semi-government agency was set up, among other things, to conduct literacy classes mainly among the mill-labourers of the city and produce reading material for the graduates of the literacy classes. In addition to the Jamia Millia, a few other voluntary agencies, like the literacy House, Lucknow, and the Sasta Sahitya Mandal, Delhi, entered this field. With the launching of the First Five Year Plan, the Community Project Blocks began to dot the countryside and covered ¼ of the villages of India by the end of the Plan period, *i.e.* March 1956. One of

the development activities of these Projects was the starting of literacy classes in the villages covered by them and setting up village libraries. Suddenly there was a demand for 'literature for new literates', and many publishers of repute, such as the Malhipur Branch Press, Saharanpur, ; Rajpal & Sons, Delhi ; Atma Ram & Sons, Delhi ; National Publishing House, Delhi, ; Samaj Shiksha Prakashan, Delhi, ; Mishra Bandhu Karyalaya, Jabalpur, etc. joined in the enterprise to meet this demand.

But the results of enterprise in this field were not noticable before the early fifties. Excepting a few, all the important agencies operating today came into being between 1950 and 1954.

**Assessment of the techniques**

A questionnaire was drawn up (see Annexure C) for assessing the techniques of production used by these agencies. It was sent to 15 agencies, including government, voluntary and private publishers (see Annexure D). Out of these 15 agencies, one has since closed down, one has delegated its work to anothers which had been already approached by us. Of the remaining 13 agencies, only eight filled in the questionnaire.

**Findings**

Below are given the findings based on the eight questionnaires that were returned to this Centre and the evaluation of the books produced by these agencies.

The first thing that strikes an observer is the fact that with one exception, all these agencies are owned or headed by a man or woman of high academic qualifications from India or abroad, and of a maturity of age ranging from 37 to 70 years. 7 of the agencies have permanent staff for producing the materials, and the number of the staff members ranges from 3 to 6. While employing the staff, the agencies give more consideration to their having all round experience in production, than to special experience in simple writing, field experience

in teaching the adults to read and write, experience in Social Education and diplomas in journalism. 1 agency, however, employs two persons specially trained in the techniques of producing literature for new literates, two having general experience in production and two having both the qualities. Among all the agencies, only 3 run adult education centres themselves, 3 have stated that they have relations with literacy classes and 2 conduct research on a minor scale.

The budget for producing follow up books ranges from 20,000 to 1,00,000 rupees. All these agencies have mainly concentrated on producing follow-up books, and so far the eight agencies that have responded to the questionnaire have produced 657 titles and four periodicals. One of the voluntary agencies has also been awarded a prize by the Government of India. Other encouragement, including financial help and recommendation of the books for purchase, has been given to some of these agencies from time to time.

**1. Attitude of the agencies toward the task of producing the reading materials.**

5 of the agencies have described the work of producing books for new literates a 'difficult' task. 3 of them have described it as 'very difficult'. The table 20 shows the intensity of the responses of the agencies to some of the preliminary requirements for producing a good manuscript.

The scores shown in the Table 20 indicate that experience in production is supposed to be the best qualification for producing books for the new literate. Next comes the knowledge of adult psychology, and then the acquaintance with the needs of the community. Experience in teaching adults to read and write has scored only 2·25. The agencies thus seem to have a slight preference for the academic as against the field approach. One agency only has stated as its first preference special training in India. The trend seems to be to rely more on an arm-chair approach than on going into the field, observing the progress of the literacy movement,

Table 20

**The relative importance given to various considerations for producing a good manuscript.**

| | | Scores out of 8 |
|---|---|---|
| 1. | Experience in production | 7·36 |
| 2. | Knowledge of adult psychology | 5·87 |
| 3. | Acquaintance with the need of the community | 4·25 |
| 4. | Contact with good authors | 4·00 |
| 5. | Intuition | 3·37 |
| 6. | Experience in teaching adults to read and write | 22·5 |
| 7. | Good official contact | 1·33 |
| 8. | Special training in India and abroad | 1·25 |

estimating the abilities, difficulties and requirements of the new literates and basing literature upon actual situations. Nevertheless, the fact that each one of the agencies considers the production work as 'difficult' appears to show that all of them are alive to the immensity and the importance of the task.

**How are the topics selected ?**

Out of 8 agencies 1 did not respond to this part of the questionnaire. The responses of the rest are tabulated in table 21.

Table 21 also shows that the importance attached to various methods of selecting topics is predominantlv academic. The three methods scoring 5·3, 4·5 and 4·3 respectively can be held to represent the rather easy and arm-chair approach. The survey of reading needs and interests scored only 2·3. The rest of the methods, except that of the recommendation of a production committee, are essentially no methods at all. The fact that the recommendation of a production committee has scored only 1·0, shows that probably none of the agencies, under study, has operative production committee of its own to advise in the selection of topics. The advice of the owner of the agency or government directions have scored higher

### Table 21
**The importance attached to different methods of selecting topics**

| | | *Scores out of 7* |
|---|---|---|
| 1. | Advice of eminent educationist | 5·3 |
| 2. | Discussion among the staff members of the agency | 4·5 |
| 3. | Selection from out of the programmes of Social Education, Community Development, and literacy movement in India | 4·3 |
| 4. | Survey of the reading interests of the new literates | 2·8 |
| 5. | Survey of the reading needs of new literates | 2·3 |
| 6. | The advice of the owner or the owners of the agency | 2·2 |
| 7. | Ready availability of authors | 1·7 |
| 8. | Ready availability of manuscripts | 1·6 |
| 9. | Government circulars and instructions | 1·4 |
| 10. | Recommendation of a production committee | 1·0 |

than the recommendation of a production committee. Looking at the administration of the agencies as it is, it is likely that sometimes the decision of the owner may be the decisive factor. Selecting topics on the basis of Government circulars and instructions has scored only 1·4. It may maen two things. Either the Government does not give specific instructions or suggestions for selecting topics and is indifferent or the agencies have been identifying the state policy so much with their own selection that the government feels satisfied and sees no occasion to issue directives. The government agencies, of course, have to follow the basic policy of the state.

The responses to the question, "Why do you select the topics in the way you do"? emphasise, first, the consideration of practicability and then of scientific approach. The responses show that civics and occupational subjects hold the first place as subjects. Next to them come aesthetics, culture, and health and hygiene. The third place is occupied by religion and morality and the fourth by subjects satisfying the intellectual needs of the reader.

In reply to the question 'To which of the following factors do you give special attention while planning book-production for new literates ?', the consensus of opinion was that primarily the level of understanding of the reader should be kept in view. Then follow in order the national development programmes, creation of democratic sense, social evils and bad habits, communal harmony, international understanding and sex.

Considering the above responses and the topics on which these agencies have actually produced the reading material, it seems that though the methodology of selecting the topics is not quite correct, the selection is satisfactory to a large extent. The topics on which the reading materials have been produced show that most of the agencies are aware of the need of the day. The attempt to produce books on a large number of the development topics such as agricultural improvement, animal husbandry, cooperatives, handicrafts, the daily problems of healthy living, panchayats, civic and citizenship problems, indicate that they are moving with the time, at least as far as the selection of topics goes. The private publishers have to make a living through their production. The voluntary and the government agencies have to produce a certain amount of literature within a given period. The importance attached to practicability, such as the availability of manuscripts and authors, the selection of a topic by discussion among the staff members and on the advice of the owner seems, therefore, understandable.

The indication given by the replies on the significance of adult psychology, the advice of eminent educationists and a survey of the reading needs and interests of new literates should not be taken so much as a statement of what they do but as the expression of a healthy desire to improve their production programme. We think it is high time that this desire be translated into action. Chapter V, on the evaluation of the reading materials produced by the agencies, reveals that a large number of the books are either not readable or are

too stiff for majority of the new literates. There are many factors responsible for this state of affairs. One of the most important is that the majority of the agencies have no direct relation with the field, and hence do not have a clear conception of the skill and ability which the new literate possesses and the language and style of writing which he can easily comprehend.

**3. How controversial issues are resolved ?**

Out of the 8 agencies, one asserted that it never touches any controversial issue. Other 7 have given 5 responses in favour of consulting the expert, 2 on accepting the opinion that appears correct to them, one on conducting research, and one on following the current policy of the state. All the agencies have stated that they check the accuracy of the information given by reference to experts on the subject.

**4. The 'body' and the 'soul'.**

**The body :**

**Size**

The agencies have stated that the books should be of pocket size and should have from 16 to 64 pages. Only one agency states that a book may go up to even 80 pages.

The books produced by them are of the sizes of 9"×7", 8½"×5½" and 7½"×5". The majority of them are of 8½"×5½" size. Books of 7½"×5" size may be called 'pocket-size'. But even these cannot find a place in the pocket unless folded in two, because of the peculiar shape of the Indian pocket. A great majority of the books are of 16 pages. Only one agency, long ago, printed books of as much as 136 pages.

**Type**

Most of the agencies are in favour of using 20 point heavy face type. Only 2 agencies prefer 16 point heavy face type as a rule. These preferences are reflected in the books

that they have produced. 44·4% of the books are in 20 point type and 24·8% in 16 point type. The majority of the new literates, however, would like to have a bigger type *i.e.* 24 or 20 point. This question will be discussed further in Chapter V.

**Price**

The agencies have stated that the price should be low, and also that they see to it that it is kept near the cost price level. The price of the books of one agency, which has produced a large number of books, does not exceed five annas. But this agency has received 100 percent subsidy from government. The price of books produced by other agencies ranges from four annas to twelve annas.

The new literates have expressed the opinion that the price of books should not exceed four annas on an average, if they have to purchase them. A few female respondents, coming from comparatively well-off families have, however, stated that if the book is on stitching, knitting and embroidery the price may go up to two rupees. As a rule the follow up books are not at present bought by the people. They get them free. But those interested in reading do purchase popular books available in the local market. 20·8% of the books read by the new literates were purchased by themselves. One of them had purchased the following books at a total cost of -/13/- :

1. Saral Hindi (primer)
2. Bhugol (geography)

Another had spent Rs. 3/- on the following books :

1. Manohar Pothi (primer)
2. Nai Pothi (primer)
3. Rashtriya Sahitya Manjari (literature)
4. Tota-maina (stories)
5. Vijaimal (epics) and
6. Virja Bhar (mythology).

Another purchased the following books for Rs. 10/- approximately :

1. Ramayana (epics)
2. Mahabharat (epics)
3. Gita (Religion)
4. Sukhsagar (Religion)
5. A book for VI class.

**Illustrations**

The agencies have stated that the illustrations should be attractive, instructive and helpful in understanding the text. In the opinion of one agency, half of a book must be devoted to illustrations. The responses about the place and proportion of illustrations show that all agencies are sensitive to this aspect of book production. They have variously proposed that 25%, 33% and 40% space should be devoted to illustrations. 1 has stated that every page of the books in the first and second grades should carry illustrations along with the text, which should be progressively reduced to 40 or 50 per cent of the total space.

They all agree that illustrations (*i*) help to explain the text and (*ii*) add to the appeal of the book. As to the degree of their usefulness, 4 agencies think that they are 'very useful', 2 of them think they are 'useful' and 1 of them does not have any definite opinion about them. Generally the characteristics of a good illustration are defined as 'naturalness', 'clarity', 'attractiveness', 'instructiveness', and 'artistic merit'.

All agencies prefer line drawing to halftone. The reasons given for this preference are that line drawings are less costly, depict action more clearly, can easily be printed on ordinary paper and can thus be used to illustrate any portion of the running text by just being put where required.

This again may be taken as an expression of desire rather than actual practice. No doubt a few agencies have brought out books with fine illustrations and attractive cover

designs. But the majority of the illustrations are not clear, appropriate, interesting, instructive or artistic. None of the agencies have mentioned anything about the availability of suitable artists. We think that there are a good number of capable illustrators in the country, but they have not been approached. The artists who are generally engaged by the agencies perhaps need a lot of training in the illustration of books for the simple masses to be able to produce simple, forceful and artistic illustrations.

**The soul**

All the agencies have stated that as a matter of general policy they try to use short and simple sentences in their books, and that they keep the vocabulary within the comprehension level of the new literates. 3 of them have also specifically mentioned that they take care not to use too many conjunct consonants. They all believe that the style and diction must *be simple, pleasant, easy and interesting.*

Keeping in view the results of the field evaluation and the content analysis of the books produced by the agencies, it may be said that the nature of the above statements is again a wish and not a statement of what is actually done. The mean of average sentence length in all the books taken as a whole comes to 11·44 words per sentence. According to a study of Dr. Flesch (2) in 1951, books having sentences of this length would be classified as 'easy' and not 'very easy' for American adults of limited reading ability. But the ability level of such adults was far higher than that of their Indian counterparts. The average length of sentences ranges from 4·0 to 24·0 words per sentence in different books. Similarly the mean of difficult words used in the books come to 1·94%, but the average ranges from 0% to 21%. It is only because of the conscious efforts of a few agencies that the mean of sentence length and difficult words is so low. Otherwise it would have been much higher. As to the form of expression, it has been found that 'dialogue' is the most easily understood

form ; but it has been used only in 15% of the books. The aspects pertaining to the 'body' and the 'soul' of the books have been further discussed in detail in Chapter V.

**5. Distribution**

6 agencies have stated that the bulk of their publications goes to government departments, *i.e.* libraries and adult education centres, and a very small part of it direct to the people. 1 agency claims that retail booksellers buy the bulk of its publications. None of them has stated that they face any major difficulty in distributing the material. Some of them have, however, expressed their concern for a better system of selecting and purchasing books. They are also of the opinion that it would help them considerably in their production and distribution programme if government could let them know in advance what kind of books are needed and assure the purchase of those books.

**6. Testing and evaluation**

The responses reveal that the agencies find little time and opportunity to take their publications to the field and find out the reactions of future readers. A few of them casually obtain the opinion of people having experience in the line, otherwise the crutch they most commonly lean upon is their own intuitive judgment and general experience in production.

**Difficulties faced**

6 agencies have either not responded to this part of the questionnaire or have denied that they are at all handicapped in the production of reading material for the new literate. 1 agency has stated that there is dearth of good writers to whom work may be entrusted with confidence, another states that there is lack of technical guidance and that government should suggest topics on which it intends to purchase books.

2 of them have come out with their own suggestions for overcoming certain difficulties and thus improving the quality

of the manuscripts. According to 1, the crux of the matter lies in treating the adults as intelligent individuals and making efforts to carry them along. Another agency gives its suggestions more specifically :

(*i*) a standard vocabulary list for adults must be compiled and the words should be graded,

(*ii*) the manuscripts must be pretested before mass production,

(*iii*) the greater part of the book should consist of illustrations,

(*iv*) the style should be interesting. More use should be made of songs, poems and dramas,

(*v*) the type used should not be smaller than 20 points.

**General discussion**

After studying the techniques of production as used by various agencies in India and in the light of results obtained by the evaluation and content analysis of the reading materials produced by them, we are of the opinion that the major needs in this connection are as follows :

(*a*) *Writers* : Writing for new literates may be treated as a specialised branch of the art of writing. The purpose of the follow up reading material is not only to provide easy and interesting reading matter so as to help the new literates in improving their reading skill in general, but to enable them, to increase their vocabulary, their power of comprehension, of appreciation, deduction and induction, critical thinking, following instructions, observing details, and to stimulate their other mental functions, so that a healthy and intelligent personality may be developed. Only a well-trained, talented and enthusiastic writer could be expected to produce literature serving the above ends. We think that unless trained writers with imagination and full control over their expression enter this field, the quality of the reading material for the new literate is not likely to improve very much.

The Union Ministry of Education has organised a series

of workshops, of 4 to 6 weeks' duration, in different linguistic regions, to train raw authors in the techniques of writing and assessing their manuscripts. The idea is that later on publishers and agencies may make use of them. If raw authors have to be engaged for writing books for new literates, it may be better to engage those who have had at least some training than those who have none. But we think that this sort of training course is not likely to benefit the types of trainees generally admitted in these courses except to the extent of giving them some idea of Social Education, the place of literacy in it, the requirements of the new literates and the principles of producing and assessing reading materials. They no doubt prepare a manuscript on a particular topic in order to put into practice the techniques of writing learnt during the training course. But this is inadequate. In our opinion, even those who have the knack of writing need a lot of more practice and continued guidance to be able to write with confidence and produce readable material for new literates. We, therefore, think that instead of running such short-term training courses, carefully selected trainees should be attached to qualified production units for longer periods, say not less than six months. The units selected must be responsible for field work as well. The trainees would thus have the benefit of continued guidance, would be close to the field and would learn and practise the techniques in real situations and not in a class room.

Another alternative should also be given a trial. Authors of repute should be approached and persuaded to write something for the masses of India who have a limited ability to read and comprehend. If possible, they should be taken to the field where they can observe the conditions themselves. They should also be given a clear picture of the reading needs and interests of the new literates and the level of their proficiency in reading. These writings should later on be tested upon the potential readers, and the authors informed of the result. This procedure was tried with a reputable author of

Kannad by the Unesco Group Training Scheme at Mysore and, after some effort, the author produced material for the new literates in a style that was direct and full of vitality and beauty of expression. We see no reason why this experiment should not be tried on a number of Hindi authors. We have every hope that at least a few would be willing to write for the new literates. No doubt the market would continue to be flooded with books. But in the situation as it is quality ought to be preferred to quantity.

(b) *Illustrators.* Similarly, we would suggest that the services of notable artists should be obtained to illustrate books for new literates. A few good illustrations by a good artist ought to be preferred to a large number of poor illustrations by a cheap artist. If notable artists are properly approached and the situation explained to them, we have every hope that they would be willing to help. In the course of illustrating the 12 books produced along with this study, this approach has been tried with success. Out of the 12 books, 1 has been illustrated by K. K. Hebbar, 6 by B. Verma and 2 under the guidance of Satish Gujral.

(c) *Training of the staff of the agencies.* Almost all the agencies employ one or two persons as writers or persons in charge of their production programme for the new literates. The responses of the agencies show that most of this staff have no connection with the field, are little aware of the needs, interests and limitations of the potential readers, and of the modern techniques of simple writing, testing and evaluation. We would suggest that this staff should be given sufficient practical training in the art of simple writing and the preliminary techniques of testing and evaluation. The training should be such that they could spend sufficient time with the new literates under the guidance of the training staff. The cost of their training may be borne by the government and the agencies combined.

(d) *Encouragement to readable literature and reduction of cost.* As suggested elsewhere, the Government should offer to

pretest and evaluate the material of the agencies in the manuscript stage and give the assurance that such material as may be found suitable, will be purchased or its purchase recommended to the blocks and libraries. This may improve the quality of the material and reduce the cost, as the producers would be sure of quick returns. The Government may charge a nominal fee for evaluating a manuscript.

V

# EVALUATION OF FOLLOW UP READING MATERIAL PRODUCED IN HINDI FOR NEW LITERATES

This chapter describes the findings of the evaluation of reading material produced in Hindi. It would help to go through item 1 of the first chapter before reading it. While talking of evaluation, Dr. Seth Spaulding says:

> Evaluation and criticism are often considered synonymous. I feel that there is a great difference. It is easy to criticize but it is much more difficult to evaluate.
>
> Evaluation implies more than criticism, if not a different thing altogether. When evaluating the book, we must assemble information as to how effective the book is in accomplishing its intended purpose.
>
> Educational books and printed materials are meant to get across ideas to people. To do this, they must be available to the proper people, they must interest these people, they must be read, understood, believed, and in some way change the inert or overt behaviour of the reader. Evaluation of a book, then involves an examination of the communication potential of both the book and of the over-all programme. (47 : 1 passim)

As is well known, evaluation can be made only against a certain set of criteria. It was considered that to evaluate the reading material produced for the new literate against the commonly accepted criteria of readability only, such as style, forms of expression and format, would not give a correct picture. The material has also to fulfil the demands of present day Indian life. Thus the criteria, in this study, for the evaluation of the reading material have been taken partly from

the field of readability and partly from the social and national considerations that govern Indian thought of today. The criteria are given below :

**Criteria for the evaluation of follow up reading material for the new literates**

**A. Readability**

(*a*) Vocabulary—(*i*) Is it within the level of comprehension ?

(*ii*) What is the proportion of joint-letters ?

(*b*) Sentence—How short ?

(*c*) Style—How direct and simple ? How closely related to the daily form of speech of the reader ?

(*d*) Ideas—How far has abstraction been avoided and concrete ideas given predominance ?

(*e*) Idea load—Is it light and explicated repeatedly ?

(*f*) Form of presentation—Is it logical or psychological ?

(*g*) Type—Is it smaller or larger than 20 or 24 points ?

(*h*) Illustrations—Are they clear, forceful and artistic, helping in understanding the text and adding to the appeal of the book ?

**B Organisation**

( ) Division into short chapters,

(*b*) Suitable sub-headings, if chapters are long,

(*c*) Is the opening sentence catching ?

( ) Is the conclusion such that the information provided in the book may take root ?

**C. Acceptability**

(*a*) Cover page—Is it coloured and attractively illustrated or designed ?

(*b*) Price—Is it low ?

(c) Size—Is it handy ?

(*d*) Title—Is it appealing and easily readable ?
(*e*) Paper—Is it white and durable ?
(*f*) Printing and lay-out—Is it clear, even and attractive ?

**D. Content**

Does the book :

1. conform to the aspirations of the nation as a whole ?
2. accord with the temperament of the nation, its traditions and cultural heritage ?
3. contribute towards raising the moral stature of the reader ?
4. cater to the aesthetic and artistic needs of the reader ?
5. cater to the professional and vocational needs of the reader and the community ?
6. cater to reading needs and interests of the reader ?
7. contribute to the development of a healthy, socially conscious, and economically well-off society ?
8. aim at reducing inter-caste and inter-religious tensions, and create a tolerant attitude towards other castes and creeds ?
9. aim at eradicating bad practices like untouchability, child marriage and alcoholism and habits like dogmatism and superstition ?
10. inspire and guide action ?
11. promote emotional integration of the reader ?
12. foster the spirit of world brotherhood and international understanding ?
13. try to create an appreciation of the cultures and mores of other nations of the world ?
14. develop a critical attitude toward life and inspire change, if necessary,
15. develop ideas of respect for and equitable treatment of women ?
16. give authentic facts and figures ?

**The approach**

As mentioned in the Introduction, the approach adopted to evaluate the books has been bi-lateral, the first is the field approach and the second the content analysis approach.

It has been found true in many studies that no amount of expert opinions and formulas can give that degree of appreciation of and insight into the problems of readability and acceptability of a book as can be had by actually testing it upon those for whom it is meant. The reactions and responses of the potential reader take us further towards a correct verdict on a book and spotlight many aspects which could not have been detected otherwise. As Spaulding observes,

> Criteria lists, of course are not a cure-all. They are mechanical devices which attempt to evaluate the whole by analysing the parts. Although such lists usually help eliminate obvious blocks to communication, physically observable and checkable points do not always predict the over-all education or communication potential of a piece of printed material. If possible, the use of criteria lists should be supplemented by actual reader-reaction tests. (47 : 8-9)

Moreover, in India there are a number of difficulties in the way of evaluating a book with the help of readability formulas or any other such device. No standard list of familiar or most frequent words has been compiled so far for the entire Hindi speaking region. No formula or any other standard has been evolved for measuring the difficulty of books in Hindi. The Literacy House, Lucknow, has no doubt recently examined the readability aspects of 400 follow up books with the help of the Flesch Formula, after making minor adjustments in it. But, in our opinion, the validity and the reliability of this formula for measuring the difficulty of books in Hindi has yet to be established before it can be applied to predict the difficulty or ease of books for the present new literates of India. Perhaps no one can say with certainty what is the standard of the skill

achieved by the new literate unless he makes a systematic and unbiased survey of the population, and tests his skills against a desirable standard of achievement. These considerations made it necessary for us to rely upon the field approach technique.

But this approach, however fruitful in certain respects, was considered insufficient for revealing many other factors which are of importance in improving the quality of reading material. The new literate could very well be relied upon to find out whether a certain book was easy for him to read and understand. But we could not be guided by his judgment as to what were the merits and demerits of the treatment of the subject, whether it conformed to national aspirations, whether it contributed to the growth of a healthy, socially conscious, and economically well-off society, whether the factual data presented could be relied upon. This is mainly because his knowledge about the world beyond his village, his experience in the realm of books, and the quality of his reading skill is decidedly poor. Secondly, it is practically impossible, for the reasons explained in the introduction, to give the whole book to a new literate so that he may go through it and pronounce a critical judgment.

Content analysis was, therefore, adopted as the second approach to evaluate the books. It was decided to analyse the format and the content of all the books of the sample into their relevant facets and compare the data thus obtained with the opinion of experts, established practices and scientifically verified principles in the field of book production. This, it was thought, would throw light on those aspects which could not have been tested and evaluated in the field. With this end in view, an analysis sheet was drawn up (see Annexure B), according to which the books were analysed. Every care was taken to be as objective and unbiased as possible. Only those aspects were left to the judgment of the analyst where an alternative course was not possible. His judgments were, however, checked and rechecked by other experts, and

they were accepted only when a consensus of opinion had been obtained.

**The field testing**

As briefly mentioned in Chapter I, three to four districts were selected at random from each of the Hindi speaking states *viz.*, Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar. From each district one to two social education units or development blocks were selected and from each block or unit two to eight villages and from each village nine to ten adults, who had been made literate during 1955-56, were picked up at random. 69 books *i.e.* 10% of 639 books produced by 13 representative agencies, were to be tested on 690 new literates to find out how easy and comprehensible these books were to the majority of the readers. In order to ascertain the minimum reading and comprehension abilities which the new literate possessed at the time of the interview, the test passage, specially evolved for assessing his abilities of reading and comprehension, was administered to him and he was considered a new literate, fit for testing the reading material only when he could read 90% of the passage correctly and understood 50% of what he read. In order to minimise the atmosphere of examination and to establish proper rapport, he was first given the preference cards and the inventory of topics. He handled the preference cards in the way he liked and simply informed the interviewer of his preference. On the inventory he had only to say yes or no. These two devices took about half an hour and by that time he would feel free with the interviewer. Then he would be given the test passage and after he had read it and responded successfully to the questions upon it, the book to be evaluated was given to him. Each time before reading the passage of the book, he would be told by the interviewer to read it carefully and with understanding, as he would ask him questions about what was written. There was, however, no hard and fast rule for establishing this rapport. After some guided practice, it was left to

the interviewer to do it in the way he thought best.

It took about 55 minutes to an hour to interview one respondent. Care was taken to allow no third person to be present within hearing distance while the interview was in progress. Consolidated results on the test passage are given in Table 22.

Table 22

**Results in the test passage**

| *Results* | *Number* | *Percent* |
|---|---|---|
| 1. Passed in reading and comprehension | 530 | 40·7 |
| 2. Passed in reading but failed in comprehension | 475 | 36·6 |
| 3. Failed in reading and comprehension | 295 | 22·7 |
| 4. Unreliable responses | 14 | |
| | 1,314 | 100·0 |

It will be observed from the above table that 1,314 persons, declared literate by the state governments were interviewed by us. Out of these only 40·7% could pass in reading and comprehension when tested by us with the help of the test passage, specially evolved for measuring their minimum ability to read and comprehand. Only this percentage was therefore considered fit to test the material upon. The respondent who failed in the reading test was not tested on comprehension. Table 23 throws further light on this matter.

**Findings**

The findings in respect of various aspects of the books are given below. These are based on the data obtained from the analysis of the books and those obtained from the field. A panoramic view of the entire reading material produced in Hindi has been given at the end of this chapter. We would also like to point out that this study is concerned more with the 'soul' of the reading material than the 'body'. No elaborate field study has, therefore, been conducted to assess the physical

Table 23

**Statewise results in the test passage**

| | *Madhya Pradesh* | *Rajasthan* | *Delhi* | *Uttar Pradesh* | *Bihar* |
|---|---|---|---|---|---|
| | *N. (291)* | *(287)* | *(222)* | *(300)* | *(200)* |
| | % | % | % | % | % |
| 1. Passed in reading and comprehension | 51·6 | 50·5 | 35·1 | 36·3 | 24·0 |
| 2. Passed in reading but failed in comprehension | 19·9 | 25·4 | 41·9 | 44·0 | 59·5 |
| 3. Failed in reading and comprehension both. | 28·5 | 24·1 | 23·0 | 19·7 | 16·5 |
| Total | 100·0 | 100·0 | 100·0 | 100·0 | 100·0 |

aspects of the books. Our findings regarding the physical aspects are based more on our experiences in the field and the analysis of the books than on the responses of new literates.

**Pages**

It has been commonly accepted that the number of pages of books meant for new literates should be small. Studies conducted in other countries and the practical experience of field workers in India show that the majority of the new literates have little time to devote to reading. As reading is still a labour to them and not a pleasure, they have not so far formed the habit of reading for pleasure or information. And this has somehow become a vicious circle. The less they read the less confidence they have in their being able to decipher the "mysterious printed page." The less they read the more imperfect becomes their skill of reading and understanding which they have acquired in the class. Only when the book has a small number of pages, an attractive and simple style,

and deals with a subject intimately related to their life, could they be expected to find the time and the courage to attempt to read it. This, however, should not be taken to mean that they do not read thick books, printed on buff paper, having poor illustrations or none and written in rather difficult language. Some of them do. These are the books they have been found spending money on. But these are the books they have been accustomed to in one way or the other. Some of them are the books covering a certain aspect of popular religion, or describing the heroic deeds of a popularly venerated or mythological hero, and others contain stories retold and handed down through generations. In the present context, we are reviewing their attitude mostly towards books presenting the new ideas and the new problems of a renascent India, and emphasising the need for a change of attitude.

The follow up books produced today have to serve a double purpose. They have to impart knowledge and information and to help develop the skills of reading and other desirable and essential attitudes. It is, therefore, necessary that the new literates should read the books produced for them, and if thickness is a deterrent factor, it is better to avoid it.

In view of the above, it is desirable that the books for the majority of new literates should not be thick. They will have another advantage of being cheap and within reach of the common man. The cost of distribution will also be low. Perhaps these were the considerations that led the agencies to declare that as a matter of general policy they try to keep the number of pages in the follow up books between 16 and 48. The analysis of the books shows that generally they range from 16 to 48 pages. The median of pages comes to 25·5. But there is a wide variation in case of books produced by two agencies. One of them, which has now stopped publication, has produced books containing as few as 4 pages, while the other has produced books running up to 132 pages. But those are exceptional cases. The number of pages found in other books is just as required at present.

**Price**

One of the important factors in popularising literature for new literates is low pricing. At the moment, the new literate in India, who comes mainly from economically poor classes and has no strong motivation for reading, is not willing to spend much on books. It is, therefore, necessary that the price of books should be low. Table 24 shows the different price levels and the reactions of new literate to them.

Table 24

**Percentage of responses of new literates on different price levels**

| *Price level* | *No.* | *Should be less* | *Is fair* | *Could be more* |
|---|---|---|---|---|
| 1 to 4 annas | 71 | 46·5 | 18·3 | 33 2 |
| 5 annas | 66 | 89·4 | 4·5 | 6·1 |
| 6 annas | 82 | 85·4 | 2·4 | 12·2 |
| 8 annas | 231 | 87·0 | 8·2 | 4·8 |
| 9 as. to Rs. 3/- | 87 | 91·9 | 4·6 | 3·5 |

It is interesting to note that according to the responses tabulated above, the price level up to 4 annas receives the largest percentage of favourable responses. 46·5% desire it to be lower but as many as 33·2% would have no objection even if it were higher. But the percentage of those saying that the price could be more than 4 annas dropped down sharply as soon as the price level reached 5 annas. Comparing the responses on 1-4 annas price level with those on higher price levels, it seems that the 4-anna level is the suitable limit for prices of books for new literate.

This low ceiling on price may be unwelcome to many producers. It would not be possible for them to improve the appearance and the content of books within this low ceiling. The following could be a way out of this dilemma :

(*a*) The government should make the offer to the publishers that it would be willing to evaluate their books in the manuscript stage, and if the publishers promised to effect the changes suggested, the government should assure the purchase of a sufficient number of copies. This step may

bring down the price, as the amount of risk involved would be negligible. The publishers can print a large number of copies and be sure of the returns.

(*b*) Failing the above, a small subsidy from government may be given. But this would not be veiy desirable, and we would recommend it only if circumstances make it unavoidable.

(*c*) Neither the government nor the publishers should insist too much on physical improvement. Art paper or even imitation art paper and multi-colour illustrations are not so necessary. What the people care for are intrinsic values in the book and not so much the garment in which these values have been clothed. "What we like is what is written inside the book ; it does not matter what the book is like to look at" was the common reply to the question, 'Do you like the appearance of the book or not ?'

**Size**

No definite statement can be made as to what should be the desirable size of books. However, considering the limited space which is sometimes available for holding a class and the convenience of handling books, it would be desirable if the size of the books produced, was found to be $8\frac{1}{2}'' \times 5\frac{1}{4}''$ or $7'' \times 5''$. 63·3% of the books were of $8\frac{1}{2}'' \times 5\frac{1}{4}''$ size and 30% were of $7'' \times 5''$ size. The General tendency to produce books not larger than $8\frac{1}{2}'' \times 5\frac{1}{4}''$ appears reasonable.

**Cover**

60% of the books in the sample had light paper, gaily coloured and illustrated in an attractive manner. 30% had heavy paper and 10% used card board for the cover. It was found that books using paper instead of cardboard for the cover page get easily damaged. Books using cardboard are spoiled only if folded in two for putting in the pocket. But there are only a few enthusiasts who put the book in their pockets and carry it along with them to the field. It may,

therefore, be desirable to use cardboard for the cover.

The illustrations used on the cover page varied from colour to many. 40% of the books were illustrated in s colour, 30% in two colours, *18·3% in three and 11·6* more colours. The table below shows the responses of people on the appearance of the book, mainly the cover p

Table 25

**The percentage of responses of new literates on the cover**

| | *No.* | *Beautiful* | *Passable* | *Ugly* |
|---|---|---|---|---|
| Cover in single colour, unillustrated | 140 | 63·5 | 27·9 | 8·6 |
| Cover in single colour, illustrated | 89 | 69·7 | 28·0 | 2·3 |
| Cover in two colours, illustrated | 168 | 86·3 | 13·0 | 0·5 |
| Cover in three colours, illustrated | 124 | 83·0 | 14·5 | 2·4 |
| Multi-coloured, illustrated | 60 | 85·0 | 15·0 | 0·0 |

The table shows that with the increase in colou percentage of responses in favour of the book increases. But it is interesting to note that there does seem to be any appreciable increase after the double-colo illustrations. The 2·4% responses, calling the three colo illustrations ugly, are statistically insignificant. From responses tabulated above it appears that a cover page illus ed in double colour has been preferred more.

55·3% of the books had illustrations on the cover rel to the content of the book. 15% of the books had design illustrations having no relation with the text, and 31·6% them had no illustrations whatsoever on the cover page.

latter type of books were produced in the late forties, when the techniques of production were neither so developed nor so commonly known.

A cover should have a pleasing and attractive colour scheme, an illustration depicting the main idea of the book, with a title that is both appealing and easy to read. This would help to stimulate the interest of the new literate, attract him towards the book and present in his mind an image of the main content of the book. Happily, the major agencies *e. g.*, Sarvodaya Prakashan, Rajpal & Sons, Literacy House, and Jamia Millia seem to have realized this. The books they have produced are quite attractive. But it would be better if some of them improved their policy regarding the title of the book. Some follow the erroneous policy of printing the name in an artistic style or naming it after an unknown character. Such names are very difficult to read. Here are a few examples :

1. Gyandip (Ranjit Publishers)
2. Hamare Gaon Ki Samasyaen (Rajpal & Sons)
3. Shivi Aur Dadhichi (Sasta Sahitya Mandal)
4. Swapnawasavadatta (Sasta Sahitya Mandal)
5. Tiruvalluwar (Sasta Sahitya Mandal)
6. Marukunj (Navjeevan Prakashan Mandir).

Similarly some prefer a title which gives no clue whatsoever to what the book is about *e.g.*,

1. Jangal Ke Panchhi (the birds of the forest)—a book on the advantages of reading and writing.
2. Madhur Ant (happy end)—a book on social service, irrespectives of caste and creed.
3. Nathu Dhanwan Hogaya (Nathu became rich)—a book on the advantages of forming cooperative societies.
4. Mati Ki Murat Jagi (the clay idol awoke)—a book on trees.
5. Hawai Lutera (the air robber)—a book on malaria control.
6. Apne Kabhi Socha ? (did you ever think)—a story

on good conduct in life.

**Stitching**

68·3% of the books were centrally stitched. 31·6% of them were stitched from the top. Care should be taken that the binding or the stitching is such that the book opens fully and the pages do not close as soon as the reader lets go his hold. The books centrally stitched satisfy these requirements. The fact that 68·3% of the books were found centrally stitched appears encouraging. If other producers also adopt the practice, the situation will improve further.

**Paper**

The paper used in 96·6% of the books was generally white printing. Only 1·6% were printed on art paper and the proportion of booke printed on mat opaque white was about the same. As stated earlier, the factor of cost has to be kept into consideration while producing this type of reading material. The motivation factor and the economic considerations of the new literates would not allow them to purchase costly books printed on art or imitation art paper, though there is no denying the fact that books printed on art paper are far more attractive. Still we think that it is a waste to print these books on art paper. First, it reflects light, which to some extent, causes hindrance in reading, secondly it increases the cost without adding at all to the readability of the book. In our opinion, it would suffice if the paper were durable and thick enough not to let the print show on the other side. Thick white printing paper seems a good choice.

**Illustrations**

Experts seem to agree that illustrations in the reading material for new literate should be simple and clear, free from unnecessary details, life like and forceful. The illustrations found in the book were not up to the mark. Sometimes they were not directly related to the text, sometimes they were so

small and full of details that they defeated their purpose. Sometimes they were found lifeless, and sometimes so abstract that it was difficult for the unsophisticated new literate to make head or tail of them. On the other hand, as significant a percentage of the books as 36·7% had no illustrations at all. Out of 63·3% which were illustrated, 53·3% were in line drawing and 10% in halftone. Most of the agencies prefer line drawing. According to them it is cheaper, more expressive of action, and easier to get done. 10% of the books having halftone illustrations and printed on art or imitation art paper were generally produced by the government or voluntary agencies which were financed by the government or international organisations, and probably they felt less anxious about the sale and the returns.

42% of the illustrations were found printed in the middle of the page, 31% on the top, 11% at the bottom, 15%, on full page and 1% on the side of the page. It is agreed that illustrations should not break the continuity of the text or overshadow it in a manner which may cause inconvenience in reading. It is difficult to say what should be the correct position of illustrations in a book. We have observed that while reading the text, the new literate does not pay much attention to the illustration, whatever its position might be. There may be two possible causes. First, he understands few illustrations, secondly, he is generally a slow reader and if he stops to look at the illustration it breaks in his mind the sequence of ideas in the text he has been reading. However, we have not made any detailed study of this, and we are not competent to make any categorical statement as to the value of illustrations in the reading material for new literates. Regarding the position of illustrations, we are in favour of giving all of them either in the beginning or at the end, unless they help in the understanding of the text and are not meant only to add to the appeal or the attractiveness of the book. We also feel that if the important points in a story are illustrated, and the illustrations, with suitable captions arranged properly at the

beginning or the end, they can be used to fortell or recapitulate the story. Thus they can be used as a tool to develop comprehension, which is so sadly lacking. If they are placed in positions other than the above, they are likely to come in the way of the running text, specially for the readers whose comprehension is weak.

**Printing**

All the books were printed in black ink. In a few cases, the printing was not very clear, but in general it was found good and uniform. Tne Hindi type system seems to have the drawback that unless mono-type is used, it is difficult to avoid printing mistakes. If a large edition is to be printed, the vowel signs affixed or prefixed to the consonant drop out or get broken with the result that कवि 'Kavi' (poet) becomes कव 'Kav', or किसी 'Kisi' (any) becomes कसी, 'Kasi' (tight) or रबी 'Rabi' (name of crop) becomes रबा 'Raba' (crystal) and रबा 'Raba' simply रब 'Rab' (God). Perhaps this is the reason that 38·8% of the books contained printing mistakes ranging from 1 to 262 per book. The reader can seldom substitute the right word, and it becomes difficult for him to extract any meaning from the sentence. Vigilance while the printing is going on, and experience in proof-reading may help to minimise mistake of this nature

**Type**

No studies have so far been conducted in the Hindi alphabet to indicate what size of types would be suitable for the new literate. On the basis of the present study and the experiences of the field workers in India we would, however, suggest 24 Pt. type for the slow readers, 20 Pt. for the advanced readers and 16 Pt. for the limited few. The responses obtained on the questionnaire for the technique of production also show that 24 Pt. type or above is preferred by the agencies. The responses of new literates themselves regarding the size of type are interesting.

Table 26

**The percentage of responses of new literates on the size of types**

| | *No.* | *Ought to be bigger* | *Satisfactory* | *Ought to be smaller* | *Total* |
|---|---|---|---|---|---|
| 14 Pt. | 70 | 68·6 | 30·0 | 1·4 | 100 |
| 16 Pt. | 171 | 24·6 | 74·2 | 1·2 | 100 |
| 20 Pt. | 320 | 13·7 | 81·9 | 4·4 | 100 |
| 24 Pt. | 9 | 0 | 100·0 | 0 | 100 |
| 36 Pt. | 16 | 0 | 87·5 | 12·5 | 100 |
| 72 Pt. | 6 | 0 | 33·3 | 66·7 | 100 |

The table given above shows the interesting trend that the percentage of those who are satisfied with the type as it goes on getting bigger, increases till 24 Pt. type. The responses in favour of smaller points till 20 Pt. are statistically insignificant. But it is surprising that at 24 Pt. 100% respondents approve and there is neither the desire for bigger nor for smaller size of type. In the case of 36 Pt. and 72 Pt., the demand for smaller size increases, and the number of those satisfied decreases. As the books which were given to read to the respondents contained types different in size, and the number of respondents was as high as 592, the responses appear reliable. Thus the responses of the new literates show that they prefer 24 or 20 Pt. type. The percentage of various types as found in the sample of books is given in Table 27.

Table 27

**Percentage of books having different type sizes**

| *Type* | *Percentage of books* |
|---|---|
| 14 Pt. | 18·0% |
| 16 ,, | 25·0% |
| 20 ,, | 44·0% |
| 24 ,, | 10·0% |
| 36 ,, | 2·0% |
| 72 ,, | 1·0% |
| | 100·0% |

The table above shows that 20 Pt. type is the mo common and 44·0% of the books were printed in this typ Next comes 16 Pt., which was used in 24·0% of the book whereas 24 Pt. type was used only in 10·0%. 36 and 72 P were only rarely used.

**The Soul**

**Choice of content**

It may be recalled that all the books produced by th agencies were divided into 10 categories, and from each catego 10% books were selected for evaluation. It is interesting t note that though equal chance of selection was given t books on all kinds of subjects, the majority of the books th selected were on biography and agriculture, a lesser number o health and hygiene and the least on recreation and developme themes. The table below shows how the books produced b various agencies were spread out.

Table 28

**The spread out of follow up books produced by various agenci**

| | *Subjects* | *N* | *Perce* |
|---|---|---|---|
| 1. | Epics, biography etc. | 213 | 26.6 |
| 2. | Agriculture | 136 | 17·1 |
| 3. | Social studies | 113 | 14·2 |
| 3. | Literature | 110 | 13·8 |
| 5. | Health and hygiene | 82 | 10·3 |
| 6. | Development themes | 50 | 6·3 |
| 7. | General science & techonology | 35 | 4·4 |
| 8. | Religion and morals | 29 | 3·6 |
| 9. | Spare time occupation | 27 | 3·4 |
| 10. | Recreation, games & sports | 2 | 0·3 |
| | | 797 | 100·0 |

It will be noticed that biography and agriculture receive the highest amount of attention when topics for the readin materials were selected, 17· 1% of the books were on agricultu

allied topics, 26·6% on biographies, epics, travel adventure :. But travel and adventure have received little attention. ost of the books in this category were on the first two bjects. 14·2% of the books were on social studies. Literat-e followed close upon social studies, claiming 13·8%. Subjects :e health, hygiene and diet, religion, morals and culture, spare nes occupations and tit-bits, sports and games, get poor tention, having only 10·3%, 3·6%, 3·4% and 0·3% books spectively. The Table below shows the preferences of new erates :

It would be interesting to compare roughly the amount of tention paid by the agencies responsible for production to e above subjects with the topics preferred by different groups new literates :

Table 29

**The reading preferences of male new literates**

| | *Topics* | *Scores out of 10* |
|---|---|---|
| 1. | Agriculture | 4·8 |
| 2. | Religion | 3·9 |
| 3. | Land reforms | 2·8 |
| 4. | Health and hygiene | 2·5 |
| 5. | Animal husbandry | 2·4 |
| 6. | Panchayat | 2·3 |

It is evident from the reading preferences as revealed by e new literates that most of them would like to read books ι agriculture or allied subjects. It is, therefore, a cause of tisfaction that agriculture has received so much attention. griculture is also the main profession of the masses living in e rural areas, from whom come the majority of new literates, ιd improvement in agriculture means improvement in the .tional life and wealth. These were probably the reasons why ;riculture received so much of attention.

The table also shows that, after agriculture, most of the ople would like to read books on religion, land reforms, ·alth and hygiene, animal husbandry and pachayats. But it

is an interesting contrast that the largest number of books produced—26·6% are epics and biographies. Under epics come books introducing the two great epics, the Ramayana and the Mahabharata, or containing incidental stories from these books or depicting the heroic deeds of some famous characters. They also contain the life sketches of various religious saints, legendary heroes, poets, writers and political leaders who took prominent part in the struggle for independence. It is good to introduce great personalities to the new literate and place before him the example of their great deeds and high achievements. Biography has human appeal and a touch of story. If it is presented in an attractive manner and interesting incidents are clearly depicted, it can score very high on the side of interest. But if the inclusion of a large number of biographies in the literature for new literates is intended to serve as a model and guide to the life pattern of the reader, it may be expecting too much from him. Every man has his own peculiar life situations, his own urges and demands, his own limitations and resources, external and internal. Whatever a hero does to achieve success or to avoid failure could not, perhaps be imitated successfully by another person at a different time and in a different life situation. That is why biographies yield perhaps little by way of improvement of ordinary life. The best that one can normally get out of reading biographies is a kind of familiarity with the life history of great men and instruction from their successes and failures. Sometimes they may inspire him as well. But the inspiration would be only vague and general. The reader is not likely to find in them practicable suggestions, and even if there are some suitable to his situation, he could not be expected to follow them without further guidance.

The percentage of books on religion, morals and culture comes to 3·6. Many of them deal in an abstract way with spiritual values and explain the high principles of ethics. But books dealing with social morality, the satisfaction that one ought to get out of the performance of one's own duties

nd the balanced appraisal of one's rights and responsibilities, re few. The morality of cooperation, participation in developiental activities and harmonious living have hardly been )uched upon. Harping upon conventional morality as is done ı most books, does not carry one far. Modern life has changed onsiderably. Values should, therefore, be presented in the 'esh form of modern social and individual ethics.

Books on scientific knowledge, technology, and general nowledge, constitute 4·4% and those on health and hygiene 0·3%. The sanitary and the hygienic backwardness of villages as become proverbial and the more the importance of clean abits and healthy ways of living is emphasised, the better it 'ould be for the common man.

We have discussed above the subjects preferred by the ew literates as revealed by themselves and subjects on which ooks have actually been produced. It is necessary further ) compare the above situations with the situation that actually xists, *i.e.* the present reading tastes and habits of the new terates. The responses on the types of books which the new terates have themselves read at home are tabulated below :

Table 30

**Books read by the new literates with previous education**

| | *Subject* | *N* | *Percent* |
|---|---|---|---|
| 1. | Literature | 27 | 10·1 |
| 2. | Recreation | 27 | 10·1 |
| 3. | Epics | 23 | 8·6 |
| 4. | Social studies | 18 | 6·8 |
| 5. | Religion | 7 | 2·6 |
| 6. | Agriculture | 6 | 2·3 |
| 7. | General science | 2 | 0·8 |
| 8. | Spare-time occupation | 1 | 0·4 |
| 9. | Development theme | 1 | 0·4 |
| 10. | Health and hygiene | 1 | 0·4 |
| 11. | Periodicals and others | 154 | 57·9 |
| | | 266 | 1000·0 |

It will be seen that out of the books which the new literates generally purchase themselves and read at home 10·1% are on literature and 10·1% on recreation. Epics scored 8·6%, social studies 6·8% and agriculture 2·3%. It seems strange that, despite the fact that an overwhelming majority of the readers is agriculturist, a large number of books have been produced on agriculture, almost all the farmer respondents have expressed a desire to read books on agriculture, and agriculture has scored the highest first preference, when it actually comes to selecting or even purchasing a book to read they select, purchase and read books on literature, recreation, epics and social studies. This has been the case with those new literates who had some previous education in the early days of their life. Table 31 shows the responses of those illiterates who were made literate only recently and had very limited ability of reading and writing.

Table 31

**Books read by the new literates having no previous education**

| | *Subject* | *N* | *Percent* |
|---|---|---|---|
| 1. | Epics | 296 | 22·2 |
| 2. | Literature | 209 | 15·6 |
| 3. | Religion | 91 | 6·8 |
| 4. | Social studies | 77 | 5·7 |
| 5. | Recreation | 70 | 5·2 |
| 6· | Agriculture | 57 | 4·2 |
| 7. | General science | 51 | 3·8 |
| 8. | Health | 9 | 0·7 |
| 9. | Spare time occupation | 3 | 0·2 |
| 10. | Development theme | 2 | 0·1 |
| 11. | Periodicals and others | 477 | 35·5 |
| | | 1342 | 100·0 |

Out of the books read by this class of new literates, 22·2% were on epics, 15·6% on literature, 6·8% on religion,

5·7% on social studies, 5·2% on recreation and only 4·2% on agriculture. The causes of the new literates reading books other than those on agriculture, horticulture, animal husbandry or spare time occupation, *i.e.* subjects other than those related with economic development and for which they have shown a liking may be the following:

(*a*) The new literate population is unaccustomed to take the help of the printed page for information and instruction.

(*b*) books on these subjects may be hard to read.

(*c*) he does not have the ability and confidence to follow instructions and understand details.

(*d*) the system of distribution may be faulty, with the result that such books do not reach him and he purchases books of cheap and low quality, romantic and erotic stories and extracts from the epics. The India of today stands for all round development of its countrymen. The Five Year Plan, Community Projects and a number of other schemes have been launched and every effort is being made to see that the ideas of development take root in the minds of men and they appreciate their importance and participate in their realisation. But it is strange that only 4% of books on development themes are read by men who had had previous education and could read and write quite well and only 1% by those who were illiterate and have recently acquired the skill of reading and writing.

If it is intended to pin-point the causes, a further study will have to be undertaken for this specific purpose. However, it may be safely recommended that government and other agencies should see to it that all types of books are distributed properly and that the prices are within the means of the common man. The system of distributing books through the village libraries should be improved. The librarian should be given at least a minimum training in selecting proper books for the proper readers, and the literacy teacher should make it a point to read to the class, as often as possible, portions from worthwhile books. There is no denying the fact that

the village library, be it circulating, temporary or permanent, is not being properly utilized by the village even where it exists. Table 32 shows the reasons given by the new literates for not reading books, and is self-explanatory.

Table 32

**Reasons given by the new literates for not reading books**

| | *Reasons* | *Number* | *Percent* |
|---|---|---|---|
| 1. | No library | 122 | 49·2 |
| 2. | Bad library | 29 | 11·7 |
| 3. | No time | 79 | 31·9 |
| 4. | Reading difficulty | 13 | 5·2 |
| 5. | Don't like reading | 5 | 2·0 |
| | | 248 | 100·0 |

**Subsidiary content**

Together with the main content of the books just discussed, it is gratifying to note that a large number of other values are also contained in each follow up book. The table below shows their frequency.

Table 33

**Frequency of values other than the main content**

| | *Values* | % |
|---|---|---|
| 1. | Patriotism | 40·0 |
| 2. | Moral sense and conduct | 21·6 |
| 3. | Indian culture | 10·0 |
| 4. | Emotional satisfaction | 6·6 |
| 5. | Equitable treatment of women | 3·3 |
| 6. | World brotherhood | 1·6 |
| 7. | Others | 16·9 |
| | | 100·0 |

40% values are about patriotism and other aspirations for which India stands today, 21·6% are values contributing

to the moral sense and the spiritual development of the reader, and 10% values pertain to the Indian culture. These values have been brought in more or less as passing remarks while discussing or amplifying the main content.

According to the conditions prevailing in India today, a greater effort should be made to eradicate gambling and alcoholism, superstition and fanaticism. Books should be used as a means to foster communal harmony and peaceful intercourse between religious and caste groups. It is strange that in a world divided into antagonistic and powerful blocks, with the danger of total annihilation so imminent, the agencies for producing literature for new literates have given so little attention to the problem of peace. There are almost no books dealing with this problem and out of the other values found scattered in books on different topics, only 1·6% of them refer to world brotherhood and international understanding. But even these references are made in a cursory way and with the traditional, spiritual and moral approach. No attempt has been made to explain to the reader the present situation objectively, and to impress upon him the imperative need of peace and the solution of all important problems through mutual understanding and negotiations under the aegis of U.N.O. Similarly, only 3·3% of the values inculcated concern the equitable treatment of women and the ideas of love and respect for the gentler sex. 6·6% of the values relate to the emotional satisfaction of the reader including love, romance and recreation.

**Vocabulary**

Some attempts have been made during the last decade to compile a list of frequent and familiar standard words of Hindi. But so far no scientifically graded list has been prepared which could serve as reference for the writer and evaluator of simple literature. At Etawah, Mrs. D. D. Parker (42) compiled a list of 2772 Hindi words most frequently spoken in Northern India, but this list has its own limitations. First of

all, it includes only those words which are very common in some distcicts of Eastern and Central U. P. Many words of Hindi, common in the areas of Bihar and Madhya Pradesh, Delhi and Punjab, have been omitted.

The Central Ministry of Education has a scheme to compile a list of spoken words in the states of Delhi, West Bengal, Andhra and Kerala. The word list of Delhi (1) has already been published. It contains 1500 words, with their frequencies noted against them. If books are to be prepared in the spoken languages of different regions, such lists would be of valuable assistance. The Delhi list has the merit of having the equivalent standard Hindi word against the colloquial word. The list shows that there are many words which are popularly spoken as they are used in the standard language. It would, therefore, be useful for preparing simple material in the standard language at least for the particular region. The compilers have also included a number of stories, idioms and expressions popular in the region.

Recently a basic Hindi vocabulary (34) of 2000 words has been compiled by the Hindi Division of the Ministry of Education. This list has been prepared by a sub-committee of the Hindi Shiksha Samiti. consisting of 3 Hindi scholars of repute, and is intended to be used uniformly in the preparation of Hindi readers in the non-Hindi speaking states. The principle on which this list has been prepared is the 'universality of the concept involved and the frequency of usage'. The following are the main characteristics of this list: (34)

1. It strictly avoids all compound words, for with compound words, the vocabulary will be no longer basic, involving only a deterrent burden on the learner.

2. It has nothing to do with synonyms. In practical language synonyms, in the strict sense of the term, are never used. Thus, normally, one word has stood for only one meaning.

3. It represents the simple linguistic needs of practical existence, incorporating only such words, as would be required

for simple every-day use.

4. The words selected are only representative, for instance, flexional gender has been represented only by masculine words, *e.g.*, only चाचा (paternal uncle) has been given, representing चाची (aunt) as well. Only where separate words for different genders are actually used, they have been separately indicated, *e.g.*, मां (mother), बाप (father), भाई (brother), बहिन (sister).

5. The inflexional postpositions like ने (used with the subject), का (of), से (from) form a part of this vocabulary, for they are the hinges on which the whole grammatical machinery of Hindi turns.

6. Verbs have been given only in their infinitive forms *e.g.*, आना, जाना, खाना, (come, go, eat). Only those verbal forms have been added, which indicate a change of stem, *e.g.*, (go) and गया (went), होना (is) and था (was).

7. While the basic forms of all pronouns have been given, such forms have also been added which show a change of stem, *e.g.* मुझ (me), तुझ (thee), उस (he).

The limitations of this word list, if it is to be used as a basis of determining the difficulty of words found in the reading material prepared for new literates, are not far to seek. The knowledge of these words may give the students of different states an access to basic Hindi, but it would be difficult to say that words not found in this list are hard to understand by the adult new literate in the village.

These were the limitations that came in our way while fomulating basic principles on which to judge the difficulty and unfamiliarity of a word in the reading material. We had, therefore, to depend upon our own experience and the opinion of experts when picking out difficult and unfamiliar words. The median percentage of difficult words in the books under study as a whole comes to 1·94. There are books which have no difficult words at all, while there is one book which has as many as 20·66% difficult words.

The above discussion has been in regard to words un-

common or difficult to understand, but not with words difficult to read *i.e.* words employing conjunct consonants, or joint letters, as they are commonly called. In Hindi the sound अ (a) is inherent in every cansonant, and when the consonant has to be pronounced without that inherent sound, its shape would undergo transformation, sometimes partial and sometimes complete ; *e.g.*, the consonant स (s) would become स्, र (r) would become ˚ but न (n) would become ॅ or ˙, and when the joint letters are used, some vowel signs also change their place. It is possible that one word may contain as much as 3 or more such joint letters. This transformation of the shape of the consonants naturally creates difficulties in the way of fast and easy recognition of the words, specially for the reader who has learned to recognise the word by spelling it out. There are many words in the language which employ joint letters and the more difficult or Sanskritized the word is, generally, the more is the number of such letters. This study shows that comprehension decreases in proportion with the increase of words having conjunct consonants. They make the text difficult, partly because such words are harder to read, and partly because they are either unfamiliar to the reader or difficult to understand and pronounce. The Third Seminar of the Indian Adult Education Association (30) has also recommended that words having joint letters should be used as seldom as possible.

It seems that the agencies realize this fact, but they do not pay enough attention to it while producing books. One agency goes so far as to declare that it does not use any word having conjunct consonants in its publications. But only 2 agencies have tried to keep control over such consonants in a few of their publications, specially in those which were produced as specimen books with the help of government or in those which were meant to be submitted in a prize competition. Table 34 shows the percentage of conjunct consonants found in the 60 books of the sample, securing varying scores in the comprehensibility test :

Table 34

**The percentage of words having conjunct consonants in the books of the sample securing different comprehensibility scores**

| *Scores* | *Percent* | *Mean percentage of words having conjunct consonants* |
|---|---|---|
| Above 50 | 3·3 | 6·5 |
| 41-50 | 21·7 | 8·7 |
| 31-40 | 35·0 | 7·8 |
| 21-30 | 36·7 | 10·8 |
| 11-20 | 3·3 | 11·7 |

The mean of words having consonants in all the books comes to 7·86 per hundred words. But this may be a deceptive picture. There are certain books in which no attention whatsoever has been paid to words having conjunct consonants. However, the tendency to use as few of these words as possible is growing and the agencies are paying more and more attention to the reduction of such words. But all this does not mean that it is possible to write books having no words with conjunct consonants, nor will it be a wise policy to do so. After all, the new literate will have to read later books or manuscripts which would demand of him the skill to read words of this kind. It would also be equally difficult for a writer to write a book, even of a few pages, without using any words with conjunct consonants and yet say clearly and naturally all that he wants to say on a subject. The wise policy would be to use only the bare minimum of such words.

It may not be out of place here to mention that the problem of the conjunct consonants has been solved by the common man, or by some of the authors of the medieval period by changing the pronunciation in one way or the other. The Sanskritized words having conjunct consonants and requiring a little difficult pronounciation have been "vulgarized" by the illiterate masses to suit their ability to pronounce or by the philosophers, poets and saints in their maxims, folk

songs and verses to meet the demand of their clientele-the man in the street. They twisted or simplified the words in such a manner that it become easier to pronounce the words. Eor example Sanskrit words प्रायश्चित्त (expiation), निर्वाह (pulling on), and मनुष्य (man) were twisted to परास्चित, निबाह and मानुस respectively. This kind of simplification, or as some people call it, vulgarization or perversion of words may not find favour with the pedants and the learned, and it is difficult to foresee the consequences if this practice is popularised on a large scale. Nevertheless, it is a fact that the method makes words easy to read and understand.

11·6% of the books have grammatical mistakes ranging from 1 to 13 per book—13·3% of the books have ambiguity and defects of presentation ranging from 1 to 2 places in each book and 13·3% have factual mistakes. A few examples of ambiguity, grammatical and factual mistakes are given below :

**Example 1.** *Ambiguity.*

(*i*) पांडव इस घेरे में फँस गये।······अभिमन्यु ने कहा······मैं इस घेरे को तोड़कर अन्दर तो घुस सकता हूं पर बाहर निकलने का ढंग नहीं जानता।

Pandavas were cordoned in this circle. Abhimanyu said, "I can break into this cordon, but I do not know the art of coming out".

If the Pandavas were cordoned, there was no question of breaking into the cordon and talking of the art of coming out.

(*ii*) अनाथ पिण्डिक ने राजकुमार जेत से वह उपवन खरीदना चाहा पर वे बेचना नहीं चाहते थे। उन्होंने हंसकर कहा, "यदि जेतवन की खाली पड़ी धरती सोने के सिक्कों से पाट दी जाय, तो भी जेतवन न दूंगा।" अनाथ पिण्डिक ने मुस्कराकर कहा, "राजकुमार सौदा हो गया। मैं उतना सोना दूंगा।" उस पर राजकुमार जेत ने मुकरना चाहा, क्योंकि यह उपवन उन्हें बहुत प्रिय था।

Anath-Pindik wanted to purchase that orchard from the prince Jait, but Jait did not want to sell. He said humorously, "I will not sell the orchard even if its

fallow land is strewn with golden coins". Anath-Pindik said smilingly, "Prince, *the bargain has struck. I will give that much of gold.*" But then the prince Jait wanted to go back upon his words, for this orchard was very dear to him).

(*iii*) पानी जब गर्मी बाहर फेंकती है, तब गर्मी छतों व छप्परों से रुक जाती है और दूर आकाश में नही जाने पाती। इससे उसके नीचे की हवा गर्म रह जाती है, ओस नही बनती। इसलिये इन जगहां में ओस नही पड़ती।

When water throws out heat, it is stopped by the roofs and thatches and is not allowed to go far into the sky. Due to this, the air under it remains hot and dew is not formed. Therefore, no dew falls on these places.

This reason is ambiguous.

**Example 2.** *Grammatical mistakes.*

(*i*) सब कुआं सूख गये थे।

All the well had dried.

The word *well* should be in plural.

(*ii*) गोपाल दादा, देखो तुम अपने अपने घर के लिये कुआं से पानी भरते हो।

Elder brother Gopal, "Look, all of you draw water from the *well* for your houses".

According to Hindi grammar the word 'Kunwan' (well) should be written as 'Kunwen'.

(*iii*) बिरजू रोज सबक करता था।

Birju did his lesson every day.

In Hindi it is wrong to use the verb 'did' (करता था) with 'lesson'.

**Example 3.** *Factual Mistakes.*

(*i*) भारत का सबसे बड़ा पुलिस अधिकारी इन्सपेक्टर जनरल आफ पुलिस होता है जिसके अधिकार में असिस्टेंट इन्सपेक्टर जनरल आफ पुलिस, डिप्टी इन्सपैक्टर जनरल आफ पुलिस काम करते हैं।

The highest police officer in India is the Inspector General of Police, under whom work the Assistant Inspector General of Police and Deputy Inspector General of Police.

In fact, police is a *state subject* and the Inspector General of Police is the highest police officer in a state.

(*ii*) सरकार ने आपकी मदद के लिये भारत सेवक समाज नाम की एक संस्था बनायी है।

The government have opened an institution named Bharat Sewak Samaj for your help.

Bharat Sewak Samaj is a voluntary organization.

(*iii*) अन्धे धृतराष्ट्र को जब यह पता लगा कि दोनों तरफ की लाखों की फौज में केवल दस आदमी बचे हैं····पांडवों को देखकर धृतराष्ट्र और गांधारी की आंखों से क्रोध की लपटें निकलने लगीं।

When the *blind* Dhritrashtra came to know that only ten persons were left alive out of the millions of men from the hosts of both sides—(Kauravas and Pandavas), flames of anger burst out from the eyes of Dhritrashtra and Gandhari, when they *saw* the Pandavas.

In fact, Dhritrashtra was born blind.

**Sentence length**

All the studies conducted in readability, specially by Kitson (1942), Gray and Leary (1953), Lorge (1939), Flesch (1935, 48), Dale and Chall (1948), Jenkins and Paterson (1951), and Gunning (1952) point out that the longer the sentence the more difficult it is to read and comprehend. This principle would apply also to the books evaluated by us. Table 35 shows that, as the mean of average sentence length increases, comprehension decreases.

The mean of the average sentence length in the follow up books comes to 11·44. But there is wide variation. The average sentence length in some of the books is as high as 24 words and as low as 6 words. Flesch (2) found in a recent study that books having an average sentence length of 11 words were found easy ; the difficulty increased with the increase of the average and books having an average sentence length of 29 words were the most difficult to comprehend. But the standard of readers with reference to whom the difficulty level

Table 35

**The general mean of sentence length in the books which secured different comprehensibility scores**

| *Comprehensibility scores on books* | *Cases* | *General mean of sent. length* |
|---|---|---|
| Above 50 | 2 | 12·5 |
| 41-50 | 13 | 11·2 |
| 31-40 | 21 | 13·6 |
| 21-30 | 22 | 14·5 |
| 11-20 | 2 | 13·0 |

has been determined is far superior to that of our new literates.

It should, however, be pointed out that it is not only the sentence length that counts. According to Klare and Buck (27), there as many as 84 items which have been scientifically isolated as contributing to the readability of a book. These 84 items have been reduced to 5 and by some researchers to 3. Prepositional phrases, word length, simple sentences, the number of difficult words used, play their parts in determining the readability of a book. But the average length of sentences has been taken into consideration by the majority of the researches to determine the difficulty level of any writing. In the course of this study, two books were found in which the average sentence length was small, the percentages of conjunct consonants and of difficult and unfamiliar words were also not high, and yet they proved difficult to comprehend. One of them scored only 35·95 marks and the other only 42·93 in comprehension. We will deal with these two books at length, as they contain some typical weaknesses. The one which scored 35·95 marks is a good example of presenting the idea in a disjointed and hazy manner and adopting a bad layout. Much of the difficulty is caused because of this latter factor. Here are a few examples from the book :

**Example 1.**

| | |
|---|---|
| पढ़ता पंडित | Reading Pandit |
| गुनता गिआनी | Thinking learned |
| दोनों लोक बनावे | Make both the worlds |
| मूरख पोथी····· | Idiot, book...... |
| कलम न जाने | Pen does not know |
| बैल बनो रह जावे। | Remains a bull (ignorant). |

**Example 2.**

पेड़ पौधे खाते नहीं हैं।
वे पानी में खाद मिला
कर पिया करते हैं। वे
बेदांत के बालक है।

Trees and plants do not eat. They mix manure in water and drink. They are children without teeth).

**Example 3**

दीवे में तेल नहीं·····
तेल की भाप बन
बन उजला करती है।

In the lamp not oil but the oil forming steam gives light.

| | |
|---|---|
| कलम ने लिखा | The pen wrote |
| मन वह बारूद है | Mind is that gunpowder, |
| न जिसकी करामात | whose miracle, |
| महदूद है। | is not limited. |
| इसलिये ····· | Therefore |
| कलम से ·····लिखेंगे | We will write..with the pen |
| कलम से पढ़ेंगे | We will read..with the pen. |

This book is meant for the readers who are just learning to read and write and is in a poetic style. It, therefore, became all the more difficult.

The one which has scored 42·95 marks introduces the First Five Year Plan. It opens with a brief introduction of the First Five Year Plan, describing the benefits that are likely to accrue from it. It brings into focus the main programmes

of the Plan with the help of halftone illustrations, and emphasises the fact that it is the Peoples' Plan and hence all of us have to cooperate if we wish to benefit. Our field testing shows that the middle portion of the book secured the least marks in comprehension. The reasons seem to be that the illustrations and the few sentences below have not been sufficient to drive home the idea. A few examples from this portion are given on the next page :

**Example 1**

| Illustration |
|---|
| Road with a bullock cart upon it. |

'More roads and rails would be constructed. On account of this it would become easy to travel. It would become easy to transport goods'.

**Example 2**

| Illustration |
|---|
| A factory with a high and smoking chimney. |

'More mills and factories would be opened'.

**Example 3**

| Illustration |
|---|
| An open air school |

'Education would spread to every village. Education would spread to every home'.

It seems to us that it was necessary to discuss the idea at length. The hammering in has not been enough for such a

topic, which does not come within the immediate experience of the reader.

**The language, idioms, phrases, quotations**

Educationists and writers of simple reading material all seem to agree that a happy use of idioms, phrases and quotations would make the books more interesting to read. It is apparent, at the same time, that if the idioms and phrases used are not understood, they would become a stumbling block in understanding the meaning of the text instead of giving colour to it, as the content clue would prove a poor key to the meaning. A society such as the Indian, being predominantly agricultural and having a very old culture, generally evolves many idiomatic expressions, maxims for guidance in ordinary life and phrases which work as a perennial source of wisdom. Perhaps no attempt has so far been made, on a large scale, to collect such idioms, phrases and maxims which are not only commonly understood in different regions of the country but are freely used by the villagers. Only 2 idioms could be found in all the books selected for evaluating. Quotations were a little more common. 13·3% books had quotations ranging from 1 to 4 in a book. Colloquial expressions were not found in any of the books.

**Forms of expression**

The main forms of expression used in these books are narrative, story or dialogue. 65% are in the narrative, 25% in the story and 15% in the dialogue form. Most of the dialogues seem to be lifeless and artificial, and the concoction is so apparent that it is doubtful if they could sustain interest for long. Real life situations and natural ways of expression are lacking. Yet there are degrees of bad taste and artificiality. Some are a little interesting and produce some dramatic effect. But there are some at the other extreme as well. For example, there is a book of 100 pages, printed in 10 Pt. type. In this book a Guruji (teacher) starts speaking after supper and goes

on speaking throughout the whole book. The supposed seekers after knowledge just sit and listen, as if thoroughly trained in the art. It must have been about sun-rise the next day when this harrangue came to an end. Such examples are not rare. There are some books in which the characters speak just to give an occasion to the lecturing Guruji to introduce a new topic, or they interrupt the narrator at a most inappropriate moment. The real atmosphere of conversation is seldom created. In some cases, at least 2 characters speak on every page, which creates the illusion of dialogue.

The books in dialogue form. even as they are, have secured quite high in comprehension. If the dialogues were in a natural conversational form and in a more realistic setting, with people speaking as in the villages and not in a 'pupil-asked-teacher-replied' type of style, they would perhaps create much more interest. Two examples of real pieces of conversations from 'An experiment in Preparing A Basic Vocabulary for Adults' (1) compiled by the Central Institute of Education are given in Annexure I. These extracts were collected by the compilers from a certain village around Delhi. The naturalness, humour and force of the conversation are noteworthy.

Nothing conclusive can be said about the effectiveness of the various forms of expression, but it seems likely that if the dialogue form is developed a little more and used appropriately, it may arouse much more interest.

**Evaluation of periodicals**

The reading material for new literates does not consist only of books. There are some periodicals also. A complete list of these, with brief particulars as to thier place of publication and Issue etc. is given in Schedule D1 of Annexure A.

For the purposes of evaluation, a sample of periodicals was also taken to the field. Because of the limitations of time and funds, it was not possible to go into detailed investigations. The sample consisted of 4 periodicals, and was given to the new literates for assessment of the difficulty faced by

them in reading and comperehension. The names of these periodicals with their comprehensibility scores is given below :

| *State* | *Name* | *Scores* |
|---|---|---|
| Madhya Pradesh | Deepak | 21·50 |
| Uttar Pardesh | Ujala | 24·00 |
| Uttar Pradesh | Hamar Gaon | 10·05 |
| Bihar | Janjeevan | 16·95 |

The mean percentage of these comprehensibility scores comes to 18·12, with the standard deviation of 5·3. This mean is very low as compared to the mean of scores on the follow up books, which is 34·0, with a standard deviation of 8·85. It can be said that the periodicals assessed were found more difficult to understand than the samples of follow up books.

A clearer picture of the difficulties of readability can be brought to light if a greater number of periodicals, meant for new literates, with their representative issues, is taken as sample and evaluated on a large number of new literates adults. The physical aspect of these periodicals could also be checked reliably in that case.

**General Discussion**

**The body**

The detailed analysis and the field evaluation of the reading material as described in previous pages shows that as far as the physical aspects are concerned, the material is more or less satisfactorily produced. On an average, the number of pages is not too small and the books are not bulky. The majority of them are attractive, with titles printed in colour, having illustrations or designs, and the paper used is satisfactory. The stitching is such that the books open easily. The printing is done in black ink and the print is distinct and even throughout. The paper used for the text is generally off white opaque, on which the print does not show on the other side. 63·31% books contain illustrations. Though these illustrations are not necessary for the understanding of

the text, the meaning of which is clear without them, they add at least to some extent to the appeal of the book. The type used is mostly 20 Pt. bold. The price is a bit too high but perhaps not excessive.

There is however need for improvement in certain respects.

(*a*) The layout of pages can be made more pleasing. Quite a number of books have not enough white space. It would be advisable not to print more than 150 words on a page, if 20 Pt type is used, and the size of the book is 8½″ × 5½″, and not more than 200 words per page if the type used is 15 Pt. and the size is 5″ × 7″.

(*b*) The quality of illustrations can be improved. They should be more simple, direct, forceful. Unnecessary details should be avoided. As far as possible, the illustration should not be placed so, that they break the continuity of the running text. We would suggest that they should be either at the end or the beginning of the book, if not necessary for understanding the particular incident or idea they are supposed to illustrate, or, if this is not considered desirable, on the upper half of the page. The printing of double or more than double colour illustrations should be improved. If it is difficult to register the colours, single colour illustration would be better. The objects to be coloured should be selected judiciously. There is not much point in colouring the lips of Mahatma Gandhi, Pandit Nehru or Sardar Patel a deep red.

(*c*) More attention should be paid to printing errors. Every printing mistake in these books should be corrected. 44% of the books in the sample had printing mistakes. There was a book of 70 pages with as many as 264 mistakes.

(*d*) If the habit of buying books is to be created among the new literates, the price should be as low as possible. Four annas is the choice of the majority of readers.

**The soul**

As far as the content or the soul of the books is concerned, the situation is an unhappy one. Table 36 shows the

position in a nutshell :

It thus appears that out of the total production there are only 3·3% books which are understood up to the extent of 53·5% by the average new literate. There is almost no book which is understood 100%. Similarly, there are only 3·3% books whose comprehensibility is as low as 14·9%. There is no book which is not understood at all. In other words, the number of very easy and very difficult books is almost negligible. The great majority of them are uuderstood only up to 21 to

Table 36

| *Comprehension scores* | *Cases* | *Percent* | *Mean scores on books* | *Mean % of words having conjunct-consonants* | *Gen. mean of sen. length* | *Mean % of difficult words* |
|---|---|---|---|---|---|---|
| Above 50 | 2 | 3·3 | 53·5 | 6·5 | 12·5 | 1·33 |
| 41-50 | 13 | 21·7 | 44·0 | 8·7 | 11·2 | 0·86 |
| 31-40 | 21 | 35·0 | 34·0 | 7·8 | 13·6 | 2·11 |
| 21-30 | 22 | 36·7 | 26·8 | 10·8 | 14·5 | 3·16 |
| 11-20 | 2 | 3·3 | 14·9 | 11·7 | 13·0 | 4·33 |

40%. They are 71·7% of the total produced, and the situation is, therefore, alarming. If books produced are to be understood 100% or at least 90%, as Gray has suggested, we have to look into the whole problem of literacy teaching more closely.

There can be two main reasons for the above state of affairs. Either the agencies responsible for producing reading material for new literates are not well acquainted with field conditions, and produce the reading material on the hit and miss technique and generally miss, or the agencies responsible for organising the literacy classes have a poor conception of the goals to be achieved through literacy teaching, have set a vague and low standard of the proficiency to be achieved by the students, and as a result turn out from their classes gra-

duates who have not achieved the desirable standard of literacy. We think both the reasons are partially true, and in order to improve the existing conditions we should recognise realities and face them.

In our opinion the authors and agencies responsible for producing reading materials for new literate should realize that he possesses a very limited ability to read, comprehend, follow instructions and remember details. But whatever his abilities, he has to be served. He has spent four to ten months in the class. He has given precious time to acquire a new skill. He is keen to maintain and improve it. He has the longing to enter the mysterious world of the printed page. He has, therefore, to be helped and not to be ignored or by passed. But if the difficulty level of the reading material produced today continues to be as high as it is, there is danger that a great majority of the new literate would be by-passed.

As mentioned earlier, there are many factors which make the printed page difficult to understand. Ambiguous sentences, grammatical and printing mistakes should be avoided at any cost. If the material is intended to be very simple, care should be taken not to present too many major ideas in one booklet. It would be much better to make an attempt to impress upon the new literate's mind only a few worthwhile major ideas than to entangle him in a number of major and minor topics. The abstract ideas should be avoided as far as possible. It is easier to grasp concrete and picturable ideas. Consider the following, which is a typical example of presenting a simple idea in an abstract and confusing style :

> 'धान' और धन में केवल एक डंडे का अन्तर है। भारतीय किसान की आज तक यह परम्परा रही है कि बहुत प्रयत्न करने पर भी वह धान में से आ के डंडे का टांग मुंह से पकड़ कर खींच नहीं पाया, नहीं तो धन उसे कभी का प्राप्त हो चुका होता। वास्तव में यह टांग पकड़ कर खिंच जाने वाला डंडा नहीं है।

A good approach to a subject may be what Gunning (19) suggests, *i.e.* to present the main idea or what has to be said first and then to try to drive it home with supporting details.

Then there are others aspects of readability to be consi-

dered which are easily measurable and controllable. Table 36, indicates the tendency of the books to become more difficult to comprehend as the mean percentage of words having conjunct consonants and difficult words and the mean sentence length increases. The analysis of five books (given in Tables 37 and 38) which proved most comprehensible and five which proved least comprehensible also confirms this view.

Table 37

**Results of analysis of books found most comprehensible**

| *Book* | *Mean per of compr. score* | *Av. reading speed.* | *Percent of diff. words* | *Av. sent. length.* | *Percentage of words having conjunct consonants* |
|---|---|---|---|---|---|
| Makka | 55·30 | 43·2 | 0 0 | 11·0 | 7·0 |
| Upaj Kaise Badaon | 51·70 | 45·7 | 2·6 | 14 0 | 6·0 |
| Alu | 46·50 | 22·6 | 0·0 | 10·0 | 15·0 |
| Science Kya Hai | 46·30 | 39·9 | 1·82 | 12·0 | 7·0 |
| Achcha Kiya Ya Bura | 46·20 | 64 6 | 0·96 | 11 0 | 9 0 |
| Mean percentage | 49 20 | 43·2 | 1·08 | 11 6 | 8 8 |

Table 38

**Results of the analysis of the books found least comprehensible**

| | | | | | |
|---|---|---|---|---|---|
| Bhyanak Bhut | 23 45 | 39 0 | 1·35 | 11·0 | 9·0 |
| Shri Ram | 22·45 | 34·8 | 0·20 | 11 0 | 11·0 |
| Sukhi Manav | 21·80 | 30 2 | 9 30 | 23 0 | 12 0 |
| Dhan Se Dhanik | 15·44 | 61 3 | 4·30 | 13·0 | 9·0 |
| Mahatma Gandhi | 14·40 | 21·2 | 4·36 | 13·0 | 14 5 |
| Mean percentage | 19·50 | 37·3 | 3·94 | 14·2 | 11·1 |

The above table shows that difficult words, long sentences and words with conjunct consonants affect both comprehension and reading speed. The more the number of difficult words and words with conjunct consonants and the longer the sentences, the more difficult the material to read and understand. Out of these factors, words having conjunct consonants

m most to affect reading speed. We may compare Upaj
d Alu. Upaj has proved more easy to read and understand
in Alu, though the percentage of difficult words and average
itence length in Upaj are much higher than in Alu. The
ne is true when we compare Achcha Kiya Ya Bura with
ence Kya Hai, and again when we compare Bhayanak Bhut
th Shri Ram Chandraji. But it would not be quite correct
consider the above factors separately to determine the causes
difficulty. All these should be taken together and considered
th the important factors which cause difficulty, described
pages 121-22.

However, we do not mean for a moment to suggest that
; factors enumerated above, should be used as a mechanical
·dstick to reduce the difficulty of the material or to scale
down, so as to produce a colourless and insipid piece of
iting. The art of writing would remain an art and not
come a science. A gifted author may turn out an extremely
idable book without giving any thought to these factors
nsciously. What we wish to suggest is that these factors
ve been found to cause difficulty, and it would be helpful
check the writing against these. In addition to this sugges-
m, keeping in view the present system of producing this type
material and the limitations the agencies are subject to
cause of the shortage of good authors and artists, and the
sence of any formula in Hindi to assess the diffiulty of this
pe of books, we would strongly suggest that the agencies
t closer to the actual field conditions and give at least the
inimum training to one of their staff members in the testing
manuscripts on a sample of the potential readers and find
it how easy or difficult the material is to read and understand.

Similarly, we would like the agencies responsible for
nducting the literacy classes to reconsider their entire prog-
mme of teaching. As mentioned in the Introduction, the
irpose of this study was not to evaluate the literacy
aching programmes, but only the reading material produced
r new literates. But on the basis of data collected from the

field in this connection, it can be stated that there are positive indications that the level of proficiency in reading, writing and comprehension possessed by the graduates of the literacy classes is very low. There is no denying the fact that, considering the amount of money and labour devoted to literacy teaching and to the development of desirable attitudes and habits among the students the achievements are very poor. The causes of this are of course complex and it is not easy to present a cut-and-dried solution. To us the main causes seem to be :

(*a*) The shortness of the duration of the classes,

(*b*) The teacher, his training, method of teaching, motivation and remuneration,

(*c*) The selection of primers and textbooks,

(*d*) The system of examination.

The situation as it is must be clearly appreciated. If the level of proficiency remains what it is now, 22·7% of these who are declared passed would not be able to read even a few connected sentences. 36·% would be able to read, but would not understand even half of what they read. Thus 59·3% of those who are declared passed in the 5 Hindi speaking states would remain illiterate for all practical purposes. Only 40·7% would be able to read and comprehend the salient points of what they read, Out of these 45·5% would comprehend 75% and above and 54·5% from 50% to 74% of what they read.

But to comprehend the salient points of the printed page is not the only goal of literacy teaching. One has to understand the implied meaning as well ; one should develop the ability to follow instructions and observe details. One should develop the ability of critical thinking and modifying one's behaviour, if necssary, in the light of what one reads. One should also have the desire of further learning, Of course, these desirable skills and attitudes would be achieved in stages. But, in our opinion, a student should be expected to have developed these abilities to a large extent before he is declared literate.

If, in the light of the above observations, the teaching

agencies raise the standard of proficiency achieved by the students to a substantial degree before they are declared literate and the producing agencies bring out material easier to read and comprehend, we think that the present situation would be substantially improved.

**Evaluation of 4 following books produced by the Delhi Public Library**

The Delhi Public Library was established in the year 1949. It was sponsored jointly by UNESCO and Government of India for serving specially the new literates.

In November, 1951, UNESCO assigned it the work of producing 36 follow up books for new literates. The following books have been produced so far :

1. Delhi.
2. America.
3. Apna Ghar (our home).
4. Manoranjan Aur Kam (recreation and work).

"Delhi", full of details of Delhi city, and having lots of proper nouns and technical terms, seems to be meant for the citizens of Delhi only, or for those who have enough ability to read and comprehend and are specially interested to know everything about Delhi. "America" can serve the rural as well as the urban new literate population. "Apna Ghar" deals with the problems of sanitation and decoration of the home. As it speaks of rented houses, and arranging properly the tables, chairs crockery and book-shelves, it seems that it is meant for the urban middle class housewives, who are fairly educated. Most of the illustrations, including a tap of running water, depict the paraphernalia expected only in well-to do homes ; only two give the idea that the setting is rural. "Manoranjan Aur Kam" presents some games for the school-going boys of the upper middle class families who have nothing to do after schools hours or during the vacations.

**The body**

The average number of pages in these 4 books is 37. They are printed on imitation art paper and are well illustrated. The size of these books is more or less 9″ × 7″. The covers of all are of thick art paper, which seems to be an unfortunate choice, as they get loose after some handling. The covers are coloured and illustrated. The illustrations relate to the text. The books are all centrally stitched and printed in 16 Pt. black face type. The printing is uniform. In the case of two books, 'Delhi' and 'America', there are 5 and 3 printing mistakes respectively, otherwise they are free from errors. The total lay out of the page is pleasing.

Most of the illustrations are in line drawing, but there is a fairly good percentage of illustrations in halftone also. Approximately 27·7% page-space has been occupied by illustrations, 64·1% space is allotted to the text and 8·2% space has been left blank. 14·3% of the illustrations are placed in the middle of the page whereas in case of other books in our sample of literature for new literates, 42% of the illustrations have been found in the middle.

**The Soul**

(*a*) **Choice of content**

The choice of content of these 4 books should of course be judged in relation to the entire production programme of 36 books. The other 32 books would be on the following topics :

1. Economic Geography of India
2. Physical Geography of India
3. Power Development Project
4. Our Children
5. U.N.O.
6. Putting Waste to Use
7. Birds
8. Trees
9. Flowers
10. Domestic Animals
11. Bees
12. Ants

13. Deemak (white ant)
14. Silk Worm
15. Defence
16. Roads
17. Railways
18. Postal Services
19. Mercantile Marine
20. Japan
21. Ceylon
22. Burma
23. Indonesia
24. Iran
25. Soviet Russia
26. Afghanistan
27. Pakistan
28. India
29. China
30. Toy Making
31. Things to do for Girls
32. Planning

Acursory glance at these topics would show that few of these deal with the problems that exist in the rural areas of India, and have little relation with the reading needs and interests of the new literates living in the rural areas. Though we have not studied the reading needs and interests of new literates living in urban areas, but on the basis of our experience we have grave doubts if these topics are based even on their needs and interests. The new literates in the urban areas generally belong to the lower classes. They are the scavengers, the cobblers, the tailors, the carpenters, the masons, the water carriers, the labourers, the rickshaw pullers, the hawkers, the unemployed lads and sometimes petty shopkeepers and government servants. We wonder if they would be interested in reading about topics like birds, trees, flowers, bees, ants, white ant, silk worm, defence, mercantile marine, economic geography of India and even the accounts of foreign countries. These topics seem to be most appropriate for junior high school children to supplement their lessons or fill gaps in their rather insipid and ill-planned text books. These topics are, in any case, quite unsuitable for the new literates of rural or urban India.

**(*b*) Vocabulary**

The percentages of difficult words found in the books are as follows :

| | |
|---|---|
| Delhi | 1·2% |

| | |
|---|---|
| America | 2·60% |
| Apna Ghar | 1·15% |
| Manornjan Aur Kam | 1·75% |

The mean percentage of difficult words in these books comes to 1·68% and in the case of other books in the sample it comes to 1·84%. Thus the percentage of difficult words in these books is slightly less. But this comparison would not be fair unless it is made clear here thut we have considered 'Delhi', 'Apna Ghar' and 'Manoranjan Aur Kam' as books for the urban population having a larger vocabulary, better abilities to read and comprehend and a different background, and not books for the new literates of the rurul areas. Many words have, therefore, not been classified as difficult *e.g.* म्युनिसिपल सेवायें (municipal services) नर्सरी (nursery) नक्कारशी (engraving) प्रबन्ध (administration) संख्या (figure) सम्बन्ध (relation) आदर्श (ideal) राजनीतिक (political) स्वाधीनता (independence) मनोरंजन (recreation). These would have been counted as uncommon and difficult if these books were considered to be meant for the new literates of the rural areas.

As discussed elsewhere, the smaller the percentage of words having conjunct consonants used in a book the easier it is to read. In case of these books the percentages of words having conjunct consonants are as follows :

| | |
|---|---|
| 'Delhi' | 7·1% |
| 'America' | 14·3% |
| 'Apna Ghar' | 11·7% |
| 'Manoranjan Aur Kam' | 9·5% |

The mean percentage comes to 10·8. Comparing this percentage with the mean percentage of other books of the sample which comes to 7·86, the books of Delhi Public Library have a higher percentage of words having conjunct consonants. Most of the conjunct consonants in 'Delhi' and 'America' occur in proper names, and so it might have been difficult to avoid them, but many could have been easily avoided. We would like the Delhi Public Library to consider one more point when the reprinting of these books is undertaken. It seems to us

that in the choice of words it is possible to maintain a happier balance. In the same book, rather on the same page, difficult Sanskrit words and Persian and English words have been freely used *e.g.* कला कौशल (art and craft, Sanskrit) वीर गति (heroic death, Sanskrit) अनुसंधान केन्द्र (research centre, Sanskrit) कायम (establish, Arabic) आलीशान (grand, Persian mixed with Arabic) टेक्नीकल विषयों (technical subjects, English) रेकार्ड (record, English). Similarly हस्पताल (hospital) has been freely used whereas अस्पताल is the correct form and commonly used and written.

**(*c*) The language, form of expression, and style**

In all the books, the narrative form has been used. The style is clear and lucid. There is no ambiguity, except at one place in 'Delhi'. There are no grammatical and factual mistakes. But the sentences are rather long. The average sentence length in words in each of the books is given below :

| | |
|---|---|
| 'Delhi' | 17 |
| 'America' | 13 |
| 'Apna Ghar' | 13 |
| 'Manoranjan Aur Kam' | 11 |

The general of mean sentence length in these books comes to 13·5, whereas it is only 11·44 in the other books of the sample. The difference is quite significant, and if the Flesh (2) finding of 1951 could be applied to Hindi, the difficulty level of these books would come between standard and easy, which would be a fair placement of these books. This fact is also borne out by the responses of the new literates in the rural areas.

**(*d*) The field evaluation.**

These books were taken to the field along with other books in the sample, and tested with regard to reading ease and comprehension. The findings are discussed below :

If the reading material is geared to the reading and comprehension skills possessed by the average new literate, the average speed of his reading comes to 52·80 words per

minute. In the case of these books the average reading speed has been as follows :

| | | |
|---|---|---|
| 'Delhi' | 36·9 | words per minute |
| 'America' | 30·8 | ,, |
| Apna Ghar' | 16·9 | ,, |
| 'Manoranjan Aur Kam' | 49·0 | ,, |

These books have proved difficult to comprehend by the average new literates of the rural areas. The table below shows the extent to which they were understood :

| | |
|---|---|
| 'Delhi' | 37·40% |
| 'America' | 40·10% |
| Apna Ghar' | 42·55% |
| 'Manoranjan Aur Kam' | 14·80% |

The extent to which other books in the sample have been understood is as follows :

| | | |
|---|---|---|
| 16·67% | of the books were understood up to | 14-25% |
| 23·33% | ,, | 26-30% |
| 35·00% | ,, | 31-40% |
| 25·00% | ,, | 41-55% |

The above tables show that 'Apna Ghar' comes in the category of those 25% books of the sample which are understood up to 41-55%, 'America' and 'Delhi' among the 35% which are understood up to 31-40% only, and 'Manoranjan Aur Kam' among the least understood books. 'Apna Ghar' scores the highest in comprehension, but the lowest in reading speed. The reason is not so much because the book is difficult to read but because it got a very poor respondent, who would read word by word. Similarly, the cause of Manoranjan Aur Kam' scoring so high in case of reading is that the respondents finding it hard to understand have concentrated only on reading. However, the first table shows that all the books were more difficult to read than material should be for the average new literates. Among other factors, some of the words which have been the common cause of the difficulty in reading and in many cases in understanding are given below :

समकोण चतुर्भुज (Rectangle)—uncommon and difficult to read

धरातल (Surface)—uncommon
समानान्तर (Parallel)—uncommon
व्यासार्ध (Radius)—uncommon
पार्लियामेंट (Parliament)—the English word has been used. Uncommon and difficult to read
केन्द्र (Centre)—difficult to read
नैशनल स्टेडियम (National Stadium)—the English word has been used. Uncommon and difficult to read.
इंद्रप्रस्थ (Indraparasth—old name of Delhi) difficult to read.

**Distribution**

The distribution of these books has been particularly studied. The table below shows the position.

Table 39

**Number of village libraries in the sample area where the books of Delhi Public Library were found**

| *Name of the book* | *S* *M.P.* | *T* *Rajasthan* | *A* *Delhi* | *T* *U.P.* | *E S* *Bihar* |
|---|---|---|---|---|---|
| Delhi | nil | 2 | 5 | 1 | nil |
| America | nil | 1 | 5 | 1 | nil |
| Apna Ghar | 2 | 1 | 5 | 1 | nil |
| Manoranjan Aur Kam | nil | 2 | 5 | 1 | nil |
| Total No. of village libs. visited in the sample area | 17 | 25 | 21 | 17 | 15 |

Results from Table 39 show that all the books reached 24·% libraries in Delhi state, only Apna Gar reached 12·% libraries in Madhya Pradesh, all of them reached 40·8% libraries in Rajasthan, one copy of each of them reached 6·0% libraries in U.P. and none seems to have reached the village libraries of Bihar. Thus, excluding Delhi the Books of Delhi Public Library have reached, on an average, 6 to 4% of the village libraries visited in the Hindi speaking states of India.

We have no data to compare the distribution of these books with the distribution of books of other agencies. But on the basis of our observation we may say that these books have not reached as many village libraries as the books of certain other agencies.

**General discussion**

While selecting the topics of the books, it appears that the needs and interests of the middle class urban communities were kept in view, among whom new literates are seldom found. The content analysis shows that two of the books, 'Apna Ghar' and 'Manoranjan Aur Kam' are evidently meant for the upper middle class population, the former for house-wives and the latter for school children, and it has also been assumed that the readers have received fairly good schooling.

More or less the same would be true of 'Delhi'. 'America' may be said to have equal appeal for the rural as well as the urban communities. But the interest of the new literate of a rural community would not be so strong for such a topic as it may be for one relating to his daily life. This, however, does not mean that every book for the new literate must be written only on such a topic as to make it of immediate use to him. His intellectual interest has also to be developed step by step, the horizon of his knowledge has to be broadened, and he has to learn to appreciate other cultures as well. The consideration that these books might not be sufficiently useful for the new literates of the rural and urban communities should not be held to reduce their importance. After all, the educated housewives and the school going children of the urban communities have also to be attended to. There is a common complaint that people at the helm of affairs appear to have forgotten the cities in the whirlwind of excitement for rural development. These books of the Delhi Public Library have, therefore, served a rather neglected area and have fulfilled a need of the community as a whole.

The analysis and the field testing of these books showed

that as far as the physical aspect or the body of the books goes, they can be classified among the best books produced for the new literates. They are attractve to look at, and well illustrated. The majority of the illustrations are inserted at the right place in the text The printing is neat and even throughout, and printing mistakes are few. Sufficiently heavy paper has been used, so as not to let the impression appear on the the other side of the page. The books are properly stitched in the centre and open well. The price has also been kept low *i.e.* annas eight (50nP) for each book. But this is because of the subsidy from UNESCO ; otherwise a normal publisher may find it difficult to sell a book of this quality at so low a price.

As far as the content aspect goes, they are at par with other books prodcued by different agencies. They do not seem to have broken any new ground or added anything to the existing knowledge and techniques of production as used by other agencies in India. The percentage of difficult words is almost the same as in the sample books. The average percentage of words having conjunct consonants is somewhat higher, and the average length of sentences is greater than that of the sample books. As far as the comprehensibility of these books is concerned, they are, more or less, at par with other books of the sample.

VI

## SOME GUIDING PRINCIPLES FOR PREPARING LITERATURE FOR NEW LITERATES

In the interim report by UNESCO Secretariat on Reading Material for New literates, it is said :

> *If learning to read with ease and understanding is a long process, then it is equally true that the practice of reading for information or entertainment is hardly to be acquired in the course of a few years of schooling, still less in a few months of adult literacy classes.* (4 : 4)

As stated in other parts of this report, the period of schooling in different states of India ranges from 4 to 10 months. This very fact indicates that not much thinking has been done regarding the desirable standard of proficiency to be attained in the class and what should be the minimum period of schooling. This has been partly the cause of the low level of skills achieved by the new literates, and the lack of uniformity at even this low level. At least three groups can be formed in terms of the level of skill attained. The idea that new literates constitute one single class and the literature produced for them should be of a certain fixed standard is, therefore, fallacious. A certain type of literature of a particular difficulty level is not likely to meet the needs and interests of all ages, occupations, and sexes. Unless the total amount of literature to be produced for them takes into account at least three groups and is graded accordingly, the new literate population as a whole may not derive full benefit from it. To quote the UNESCO report again :

> Obviously there are varying degrees of imperfection and inexperience, so that among the range of readers who can all be properly regarded as new literates can be found a steady continuum of achievement (which extends to and through the highest level of

reading proficiency). (4 : 4)

The differencs we find in India is that in spite of the "steady continuum of achievement", even those at the peak do not have the desired proficiency in reading. However, the situation demands the production of reading material of varying degrees of difficulty to suit the new literates who have reached different levels in their effort to become functionally literate. As the UNESCO report observes,

> In these cases, there is no question of bringing a gap : the "gap" is virtually limitless and what is needed is not the highly simplified material suited to the needs of the adult with limited reading ability, but a whole range of reading matter at all difficulty levels. (4 : 5)

This study has led to the conclusion that at least the following three grades can be observed as sufficiently crystallized to serve as a point of reference for determining the levels of adult new literates.

**A. Those having limited reading abilities**

New literates under this grade do not include those adolescents or adults who have no previous schooling and have joined the literacy class for the first time to learn the basic skills of reading and writing. The term is applied to those who have had more than two years of previous schooling and have joined the class to refresh or improve their skills of reading and writing.

Out of the total number of 1414 respondents interviewed by us 7·1% were those who had previous schooling of more than two years. These could be classified under this category. They are good readers. They possess the ability to read and understand by virtue of having attended formal schools in their early days. But due to long disuse of the skill and inattention towards developing it, they had forgotten it to a large extent. The literacy classes helped them to reacquire their lost skill and become literate again.

The new literate of this group, after having a sort of refresher course in the literacy classes and after reviving his taste for reading, become sufficiently literate, and with continued guidance may develop into a functional literate. He does not only understand well what he reads but has also the faculty of critical thinking. Most of such new literates can read and understand the daily paper, provided the language is not too difficult. They make use of the reading material wherever the circulation system is good. Some of them buy their own books as well, although what they buy is generally cheap melodramatic literature or folk songs written in a language nearer to their local dailect. Some buy the Ramayana and the Mahabharata, accounts of popular heroes like Alha, Daya Ram Gujar, Puranmal, Raja Bhartrihari, and similiar literature written in dialect form. These books have a charm for almost all the village population.

**B. Those good in reading and good in comperehension**

According to our findings, 40·7% of the new literates who may have had previous schooling up to 2 years at the most, can be classified as good readers. The percentage has been calculated out of 1314 respondents, excluding all such new literates as have had previous schooling above two years. The new literates of this grade can read fluently, at about 51 words per minute, and understand 75% or more than 75% of the follow up books, provided the language is not difficult and the ideas presented not too remote from their experience. They can also write simple letters consisting of a few lines and communicating commonplace happenings in their life.

**C. Those good in reading but poor in comprehension.**

The new literates of this grade can read reasonably fast *i.e.* on an average 45 words per minute. It may seem strange, but nevertheless it is true that they do not easily understand in one reading even the main idea of the text which they read. More than two or three readings of the

same passage enable them to understand only a few of the obvious and salient points, but the implied, related and the derived meanings still remain out of their reach. They cannot notice details, cannot follow instructions, and even simple idioms and a slightly literary style would baffle them. Out of 1314 new literates (this figure excludes the 100 respondents who have had more than two years of previous schooling) interviewed by us, 36·6% could be classified under this category. They could read 90% of the passage correctly but failed to understand even 50% of it. They could not write a letter or application, though they could write their names and addresses. Most of the follow up books produced for the new literates are much above the level of comprehension of this class, which has mastered the mechanics of reading but has not learnt to read for meaning. Only a few of them keep on reading and writing after leaving the class.

**D. Those poor in reading and poor in comprehension**

Judged from the standards of the state governments, out of those who have 'passed' the literacy 'tests, another class of 'new literates' may also emerge. This would consist of those who are still illiterate for all practical purposes, but have passed the literacy tests given by the state authorities. As they have failed even in the reading test given by us, we do not consider them as true new literates. They need to join the classes again and be given further training Out of the total number of new literates interviewed by us, 22·7% fall in this class. Their average speed is very low and so is their comprehension. They read by spelling out words, or at best word by word, spending the major part of their time and effort in attacking the words and trying to pronounce them correctly. They fail to understand the main idea of a passage of even about a 100 words. The 'new literates' in this class are in immediate need of help, support and encouragement. They ought to be admitted to the classes again as regular students and be given further coaching with more care. If they need individual

attention, they should get it from the teacher, so that they may overcome their weaknesses.

There may be many causes of reading difficulties in the case of readers of grade C. These may include deficient psychological processes of the readers and lack of reading readiness in them. Special literature should be produced for this type of readers with the help of psychologists, educationists and other specialists. Keeping the C class of new literates in general as the base, we suggest the following guiding principles for producing literature for new literates. For other classes of new literates appropriate variations and adjustments can be made according to the specific qualities and limitations of each class with regard to vocabulary, conjunct consonants, sentence structure, abstractions, idea load, nature of the subjects, form of expression, treatment, bulk of the book and typography.

**1. Topic and content**

Table 40

**The reading preferences of male respondents of different reading ability groups**

| *Grade B* *Good in reading and comprehension* | *Grade C* *Good in reading but poor in comprehension* |
|---|---|
| Agriculture | Agriculture |
| Religion | Religion |
| Land reforms | Horticulture |
| Health and hygiene | Land reforms |
| Animal husbandry | History |
| Panchayat | Folk songs |
| World peace | Classical literature |
| Horticulture | Animal husbandry |
| Classical literature | World peace |
| History | Health and hygiene |
| Social evils | Games and sports |

The topics of books for the new literate should be related to their immediate interests and environment, because they find it easy to understand ideas with which they have previous acquaintance or which are within the range of their immediate experience. This does not mean their economic affairs only. It can also be mythological stories. The chapter on reading needs and interests may be referred to again. Table 40 gives some topics preferencewise, in which male respondents of Grades B and C have shown interest.

**2. Vocabulary**

It is a false notion that mastery of the mechanics of reading, is equivalent to ability to read and comprehend anything written in simple language. We must remember that the new literates are still weak in reading and comprehension and their reading experience is negligible. They should be required to spend as little energy as possible in reading a word. Otherwise the major part of their attention is concentrated upon seeing the word in parts, combining the sounds and putting them together to pronounce the word as best as they can. This leads to low comprehension, as they do not find time to elicit the meaning, connect the words quickly into sentences and the sentences into paragraphs, assimilate the idea, and associate it with past experiences. If we wish them to become not merely 'word callers', but to understand what they read, assimilate it and consider it critically, we think there is no alternative but to make a certain number of words a "sight words" and write the material for them within the framework of these words.

Gray (18) has suggested that a list of 2500 most frequent words should be compiled and the material written for new literate adults should be within the framework of this vocabulary. We think Gray is more than correct, but we are also of the opinion that this vocabulary of 2500 words should not consist only of the most frequent words in the language. India has launched an all round development programme for

its people and a cultural renaissance is being ushered in behind it. Hence it may be necessary to introduce a certain number of words which might not be very frequent or in common use, but still necessary for the people to know. If they get accustomed to these words, they will not feel embarrassed when confronted with different government notifications or when listening to and dealing with the extension staff.

We think that the scientific way to arrive at this list is (*i*) to conduct a word count in each regional language of India and (*ii*) a list of words most frequently used in speech and writing should be compiled. For determining the frequency of words in the written language, easy and popular literture, such as folk tales, magazines, journals, periodicals, and story books specially prepared for the new literates, should be analysed. (*iii*) A list of technical words, *i. e.* words which it is necessary to know in order to keep abreast of the various development programmes in India, should also be prepared. Then all these three lists should be put together and a final list of 2500 to 3000 words arrived at, If this procedure is considered too involved or expensive, a word-list may be compiled with the help of a 'teacher-pupil opinion' survey. A committee consisting of development authorities and social education specialists, having direct field experience, specially experience in teaching the people to read and write, should be formed in each language group. This committee may draw up a tentative list of such words. This list may then be cyclostyled and circulated among the literacy teachers and village level workers to get their opinion as to the suitability of the words, after properly checking up with the new literate adults in their areas. All the lists should be collected and thus a list of 2500 to 3000 words may be prepared.

But in our opinion it will do no good to use words out of this list haphazardly. This list would have to be specially divided into different sections and carefully graded material prepared, employing words from each section. Words from each section of this list should be slowly introduced, taking

pains to see that they become 'sight words'.

We also think that the words from this list should be introduced from the very beginning *i.e.* if possible, from the primers onwards. The majority of primers used at present for teaching adults reading and writing are based on the traditional methods of teaching. The very nature of this method largely precludes the possibility of using a controlled vocabulary, as the main idea is to introduce the letters of the alphabet and then drill them in through words made of the combination and permutation of the letters introduced. Hence, authors of such primers are fettered by the letters they wish to introduce and have very little freedom in the choice of words. We, therefore, think that it would be better if the authors of primers were given the freedom to use words from the list suggested above.

If possible, the list of words which have to be introduced through different books for the C class of new literates should be decided upon first. Then a set of at least 12 readers on the topics given in Table 40 and other topics of interest should follow, and all the words gradually introduced in them. Each new word having more than one joint letter or five letters in all and each uncommon word should be repeated at least 10 times in a natural way at short intervals, A large number of the words used in the first reader should again be utilized in the second reader and the words used in the second reader should be used in the third reader, and so on.

Thus it is hoped that these 2500 to 3000 words will become 'sight' words when the new literate has gone through these 12 readers ; his comprehension would have developed, his reading skill increased. He would have confidence in reading and might acquire a taste for self-study. Even if he reads nothing else, he would have read, understood and enjoyed at least these 12 readers.

In the end, we wish to draw the attention of the writers to the need to make a distinction between words easy to understand and those easy to read. A word may be easy to

understand but difficult to read. *e.g.* शान्ति (peace), शक्ति (power), बुद्धि (intelligence), ज्ञान (knowledge), पत्रिका (magazine), पुस्तकालयों (libraries), म्युनिसिपैलिटी (municipality), राजकर्मचारियों (government servants). Care should therefore be taken that the words used

(*a*) are known to them,

(*b*) have not more than two conjunct consonants,

(*c*) if long or have conjunct consonants, should be repeated as often as possible in a natural way and

(*d*) if difficult or have conjunct consonants, should be given at the beginning of the text.

We wish to point out here that it is not necessary to follow strictly the theory of the 'new word' *i.e.* any word occurring for the first time in the text, and start repeating ten times every new word that occurs. In Hindi it is easy to recognise instantaneously the common and easy words. Here we need not waste time and energy in counting the frequency of all the words and repeating them. In our opinion only the following types need be repeated :

(*a*) uncommon words

(*b*) words having more than two conjunct consonants

(*c*) words having more than six letters (including the vowel signs).

The above suggestions are not based on the present study, but are offered on the basis of our observations in the field.

**8. Idea load**

*We should always keep in mind that the new literate in class C is very poor in comprehending what he reads. The idea load should, therefore, be kept as light as possible in the first readers for this class of new literates. Discussing, in one of his reports, the position of the idea load, Spaulding says:*

> *We have found, for instance, in preparing materials for rural adult Latin Americans that the amount of information remembered by an individual adult after having read a booklet is inversely proportion-*

ate to the total number of ideas in the booklet. You must not say too much in any one piece of material if it is for an audience that is unsophisticated in its use of reading or mass comunication media. (47 : 6)

Most of the books produced at present introduce completely new ideas in every sentence. A few examples of such passages from a number of books produced for new literates are given below and have been rewritten to show what form they should have if we wish to make the presentation accord with the ability of the new literate :

**Example 1.** *Heavy idea load,*

खेती एक गूढ़ विषय है, उसके भीतर घुसने के लिये हमारे किसानों को वनस्पति शास्त्र, रसायन शास्त्र, विज्ञान वगैरह विषयों की जानकारी रखना जरूरी है। बिना इस विषय के जाने न तो किसान इसके अन्दर जा सकता है और न उसके मर्म को समझ सकता है।

Agriculture is an abstruse subject. In order *to enter into it,* it is *indispensable for our peasants* to possess the knowledge of *Botany, Chemistry and Science* etc. Without knowing these subjects, the peasant can neither *go inside it* nor can he understand its secret.

**Example 2.** *Heavy idea load,*

देवताओं की लीलाभूमि, पर्वतों का एकमात्र राजा हिमालय भारत भूमि की उत्तर दिशा में विराज रहा है। उसके ओर छोर पूर्व और पश्चिम के महासागरों के तलों तक फैले हुए हैं। जान पड़ता है विधाता ने जब यह धरती रची, तो उसके नापने के लिए हिमालय रूपी मानदंड भी बना दिया।

Himalaya—the playground of gods, the sole king of mountains, is dwelling in splendour on the northern side of the Indian soil. It extends to the bottoms of the eastern and western oceans. It seems as if when the Creator made this earth, He also made Himalaya as a scale to measure it.

**Example 1.** *Lighter idea load.*

खेती के काम को अच्छी तरह समझना कठिन है। इसको समझने के लिए हमको पौधों का ज्ञान होना चाहिए। हमको यह जानना चाहिए कि मिट्टी और दूसरी चीजों के मिलावट से क्या होता है। इसी तरह की बहुत सी चीजों की जानकारी अच्छी खेती के लिए जरूरी है।

It is not easy to understand agriculture well. In order to understand it we should have the knowledge of plants. We should know what happens when soil and other things are mixed. Likewise it is necessary to know many other things to get a good crop.

**Example 2.** *Lighter idea load.*

हिमालय पहाड़ भारत के उत्तर में है। यह संसार का सबसे ऊंचा पहाड़ है। देवता यहां रहते हैं। यह इतना लम्बा है, कि इससे धरती नापी जा सकती है।

Himalaya lies in the north of India. It is the highest mountain of the world. Gods live here. It is so long that the earth can be measured with it.

**4. Style**

What makes a piece of writing readable to a particular class of readers? Gray and Leary (15) point out to 3 main factors of readability :

(*a*) The subject matter of content—its interest and appeal to the intended reader.

(*b*) The style of expression, which makes the content interesting and comprehensible,

(*c*) Organisation and format, which makes it easy for the reader to follow the main points presented and its logic with minimum efforts.

Speaking of style Robber Gunning suggests that :

..you follow the style newspapers have found best for telling facts quickly and clearly. You summarise your facts and what they *mean* first, *then amplify* the facts themselves. Newspapermen call this form a "summary load". It's simply a case of telling your readers *what* you've found before you

tell them *how* you found it.

The easiest and most foolproof way to organize your facts is to jot down a skeleton outline. Begin with a single sentence summary of your idea. Then state in a few words what that idea will accomplish—or has accomplished—in practice. Then, step by step, build up the facts that will support your idea, The facts that tell exactly how the idea can be—or was—carried out.

Once you have this skeleton outline, you can easily check on the effectiveness of your organization. You can cut out those facts that don't add to your main idea, that, instead depart from it. And you can shift vital facts around to make your presentation more effective. (19 : 1)

We think Gunning's suggestions could be followed with profit while writing for new literate adults. To summarise what has to be said, in a sentence or two, at the very beginning, seems to be a useful technique. The readers would then know what they are going to read about. They may also keep the facts presented in the beginning in mind and read further for elucidation. This style would serve two important purposes —the reader would feel interested in what he is reading and would also comprehend what he read. One should not attempt a literary style or metaphoric language or a language loaded with idioms. We do not mean to say that books should be written in a dull, prosaic style. But a simple and straightforward style is most helpful. Literary qualities should be thought of when the new literate has developed the ability to read easily, to comprehend what he reads, to think over it critically and to enjoy reading.

Here are a few examples of presenting an idea in a round about and in a simple way :

विदेशों में तो डा० वसु का अभूतपूर्व स्वागत हुआ ही पर जब वह अपने देश वापिस लौटे तो जनता ने अपने महान वैज्ञानिक, देश की कीर्ति का झंडा चारों ओर फैलाने वाले का आंखें बिछाकर स्वागत किया, उनको स्थान स्थान पर मानपत्र भेंट

किये गये जिसमें उनके विज्ञान के प्रति की गई सेवाओं की बड़ाई की गई।

Dr. Bose did get unprecedented welcome in foreign lands, but when he returned to his country the people accorded a greater welcome to their great scientist, the spreader of the flag of the country's glory in all directions, by spreading their eyes on the path he traversed, they presented him welcome addresses at numerous places in which were praised his services to science.

डाक्टर वसु का विदेशों में अभूतपूर्व स्वागत हुआ। भारत लौटने पर जनता ने भी जी खोलकर उनका स्वागत किया। डाक्टर वसु ने विदेशों में अपने देश का झंडा ऊंचा किया था। इसलिए देश में स्थान स्थान पर उनको मानपत्र दिये गये। उन मानपत्रों में विज्ञान की उन सेवाओं की सराहना की गयी जो डाक्टर वसु ने की थी।

Dr. Bose was accorded unprecedented welcome in foreign lands. On his return his countrymen also gave him a hearty reception. Dr. Bose had raised aloft the flag of India's (glory). Hence he was presented with addresses of welcome at numerous places. In these addresses his services in the cause of science were praised.

It is common knowledge that sentences should be short. Unfortunately some of us have developed our own technique of making sentences short *i. e.* putting a full stop in the middle of a running idea, or writing incomplete sentences after full stops. What we mean by a short sentence is one that conveys a complete idea and still is short. A few examples of really long sentences punctuated with full stops are produced below :

(*i*) मन में डर था। डाकुओं को पता न लग जाये। नहीं तो सब के सब मारे जायेंगे।

There was fear in the heart. If robbers come to know. All would be killed.

(*ii*) समझ गई। दाल में कुछ काला है।

She understood. There was something dark in the water.

(*iii*) जिनको देखने से भी पाप लगता है। उसको भी प्रणाम करना पड़ता है।

I have to salute even that man. Whom it is sin to see

We think that the average sentence length should not be more than 8 words for this class of readers.

Exclamatory sentences confuse, specially if many occur together, *e. g.*

राजा ने कहा, "हम इस देश के राजा हैं। राजा के लिए इस गांव में पानी भी नहीं यह भी कोई गांव है।"

The king said, "I am the king of this country. No water even for the king in this village! What soil of village is this.

Interrogatory sentences, specially if they occur in the middle of the text to show satire, also confuse, *e. g.*

सब बड़े आदमी ही तो रहते हैं इस गांव में, पर क्या उनके पास कुछ है?

All big people live in this village, but do they possess anything?

Some of the authors have developed a habit of altering the accepted construction of a sentence for the sake of style and perhaps force. This makes the sentence difficult to understand *e. g.*

| Difficult construction | Easy construction |
|---|---|
| १. एक था राजा | एक राजा था। |
| २. उनके यहां हमारे देश की तरह पंचायत का प्रचार तो नहीं है। | नहीं है। |
| ३. मगर ये तुर्क मुसलमान यहां रहने बसनेआये नहीं थे। | नहीं आये थे। |

In the effort to break new ground, we should not lose sense of proportion. An agency has published a book, in dialogue form, with a few lines on a page. The lines instead of running on are printed one below the other, though the sense is connected. The first page starts with a conversation, and as a very novel style has been adopted, the text becomes most confusing. Here is the first page:

महाराज! आप तो अनेक युगों की बातें जानते हैं।
हमारे यहां जैसा यज्ञ हुआ, क्या वैसा पहले किसी ने किया था?
भीमसेन ने श्रीकृष्ण से पूछा।
आज महाराज युधिष्ठिर का अश्वमेध यज्ञ पूरा हुआ था।
भगवान वेदव्यास, श्रीकृष्ण और पांचों पांडव राजमहल के आंगन में खड़े थे।

My lord! you know the happenings of many ages.

Had the Yajna been ever performed in the grand manner as it has been performed by us ?
Enquired Bhimsen from Shri Krishna.
The Aswamedha Yajna of Yudhishtar had been completed that day.
Sage Vedavyas, Shri Krishna and the five Pandavas were standing in the courtyard of the palace.

Use of punctuation is a borrowed practice in Hindi, which had no punctuation mark other than full stop. The reading materials now produced for new literates make use of other punctuation marks as well. But these are seldom explained to the new literate in the class. We, therefore, think that writing for this class of readers should not be over-burdened with punctuation marks, which can become a hindrance and cause annoyance.

**5. Presentation**

There are, of course, various methods of presenting an idea. We are of the opinion that ideas for this class of people should be presented in a direct and straightforward style. Conversational style may also create interest. But not more than 2-3 characters should be used. Very short and simple stories may be the best form of presenting certain ideas. It is important for this grade of new literates that they should keep on getting definite and clear ideas in quick succession. The story should, therefore, be short, not running to more than four or five pages. They must also be interesting, with a good beginning, a climax and an end. If a particular type of topic, say 'how to kill rats', does not lead itself to the story style it should not be forced into this particular mould. The important thing is to find out what the reader wants to read and how much he can digest. Then proceed in a direct, straightforward style or use a mixed style of narrative and story. The dialogue form may be used with profit for readers in other grades.

In spite of the precautions suggested earlier, the new literate may find it rather difficult to remember the main points,

or the ideas, which the author wishes to drive home. Therefore it is a good device to summarise the main ideas at the end of the book.

This study was, however, not meant to explore the suitability or effect of different forms of expression and the data obtained do not warrant generalisations. The study of various forms of expression and their relative effectiveness in contributing to the ease or difficulty of reading requires separate and intensive research.

**6. Format**

The researches that have been made in this connection show that format does not affect the speed of reading and comprehension to any appreciable degree. It does affect the acceptability of a book. However, keeping in view the majority of our readers, the class conditions and lighting arrangements, we would recommend that 24 Pt. type should be used in the books for this class of readers. Italics and types of artistic design should be avoided. Every page should have enough white space. But the modern trend of printing a few sentences on a page at unusually long distances, and leaving the entire page blank, does not seem to serve any particular purpose. Unless it is proved that this technique contributes to make a book more readable, we think it should not be employed.

The printing should be done on white printing paper, using jet black ink. Every typographical mistake should be scrupulously avoided. A wrongly printed word and even a missing 'matra' comes in the way of understanding. Printing should be even throughout the page and it should not show on the other side of it.

**Illustrations**

**Design**

The idea load in the illustrations must not be too heavy. It is imperative that the illustrations contain simple ideas. Spaulding says that the illustrative material should be carefully

planned, so that each drawing communicates one or two basic ideas.

One of the conclusions of Spaulding's study was that line drawing appeared to be more comprehensible, and he has demonstrated that simple, realistic drawings were more effective than both impressionistic drawings and stylized woodcuts.

In the words of UNESCO, (4) 'Cartoon strips enable text and illustrations to be related very closely'. The advisability of using this form of expression in literature for those just beginning to read is, however, still a controversial subject and again calls for further research. The East African Literature Bureau, for example, believes the strip cartoon features in its periodicals to be popular. The Journal de l'Etoile, Nyota, Belgian Congo, says that cartoons have only a mediocre success. The North Regional Literature Agency, Nigeria, states that: Strip cartoons are acceptable, provided they are free of exaggeration, distortion and caricature. Such things as a face on the sun, a vegetable with face and legs, or animals in clothes credited with human attributes, are disliked. Figures such as appear in cartoons and strips in Western publications are usually written of as "devils". La Voix du Congolais, in one of its statements, says that its readers accept cartoons provided that "scenes are simple and concrete and involve only one idea".

We think it will help the producers of reading material for new literates in India if a study is made of the effectiveness of different techniques of illustrating the material and the results of the findings are widely circulated.

**Colour**

Spaulding remarks:

> Our research in Latin America has shown that one colour, in addition to black, may confuse the reader if used unwisely. One colour should generally be limited to decorative motifs, border designs and elsewhere where emphasis is desired, rather than

in the illustration itself. Colour has the power to attract, but also to detract.

In a study about the importance of colour 'Adult Opinion' emphasized the importance of colour *per se* and understand the importance of other qualities. In the study of Spaulding, colour used unwisely detracts from rather than adds to the communication potential of the illustration. In a figure, the use of a green wash which coloured, among other details, the fire, had disastrous effects. The idea of something being burnt was not suggested to anyone. Spaulding further observes, "These undesirable interpretations lead us to believe that colour, when used indiscriminately, can do damage. Colour must be used functionally."

**Captions**

Each illustration must be accompanied with suitable captions, otherwise the reader may see the objects separately but not as a composition or see the illustrations as a whole and miss the central theme. It is also better that a reference is made to the illustration in the text. In most cases the text is prepared first and the illustration is inserted afterwards. This sometimes makes illustrations difficult to harmonise with the text. It is important that the illustrations must go with it, otherwise their exact meaning may not be fully understood. Spaulding has found that,

> In essence the quality of responses of those viewing the illustrations with captions as compared to responses of those seeing the illustrations alone indicated that......visual materials are severely limited in their communication potential when used without accompanying verbal material. Captions and text serve to generalise, modify, relate and extend the meaning suggested in the visual material. Pictures help put meaning into the words used, but the illustrations cannot take the place of the words. The words, being abstractions, have skimmed off

> something common from thousands of concrete experiences and are therefore much more efficient communication units, specially if illustrative material assists the reader to relate the word value to his own experiental background. (46 : 44)

Apart from this fact, captions serve one more important purpose. There are many things which cannot be depicted clearly through illustrations and here the assistance of words becomes essential.

> 'Captions, in general', observes Spaulding 'usually serve to add information which is difficult to depict pictorially. Captions, however, should usually not be used to explain the illustration, but are to generalise, modify, relate and extend the meaning of the illustration'. (46 : 46)

**Placing of Illustration**

It may not matter very much where the illustrations are put, if they do not break the continuity of the text. This is a question to which some thought has to be given. Rodrigues Bou (49) has, on the basis of a questionnaire given to 2495 Puerto Rican students in grades II, IV, and VI, found that 37·3 percent of the children preferred illustrations covering the entire page. Running a close second were illustrations occupying the upper half of the page, which were preferred by 31·8 percent of the students. Illustrations in the lower half of the page were preferred by only 11 percent, half page illustrations located in the centre of the page were chosen by 10·4 percent, and quarter page illustrations were chosen by 2·5 percent or less, according to the location of the illustrations. But Spaulding observes,

> The results of this investigation are open to question however, since the test consisted of several lay-outs with the supposed location of the illustrations indicated by a black block. If the black block had been substituted by an actual illustration, the

> content of the illustration in relation to the rest of the text might have influenced choice of size and location. (49 : 43)

Bou's study, however, corroborates the common view-point that if it is not possible to give a full page illustration, then it is better to have it on the upper half of the page, as this will not interfere with the running text.

For reasons given in Chapter V we are, however, in favour of placing most of the illustrations either in the beginning or at the end of the book, if they are not necessary for understanding the portions of the text they illustrate. Such points in the story should be selected for illustration that the reader may guess or recapitulate the story with the help of the illustrations. Most of them should have a line or two as a caption printed underneath, which together with the illustrations may help the reader to recall the main points of the story. A reference to the first books पढ़ो और हंसो (Read and Laugh) and धार्मिक कहानियां (Stories from Mythology) in the series of 12 books produced by us, would give clear idea of what we mean.

**The size, cover and stitching**

We think there can be no fixed rules for the size of books except that they should be handy. The cover should be at least in double colour, with an illustration related to the text. It is better to use cardboard paper for the cover. The title of the book should be attractive and easy to read. The stitching should be such that the book opens easily. These aspects have been fully discussed in Chapters IV and V.

**General considerations**

While planning reading material for new literates, the producing agencies must have a clear picture of the potential reader, his age, sex, occupation, the problems that he is facing, his reading needs and interests and, most important of all, his level of proficiency in reading and comprehending the

printed page.

It has been a common practice to produce books, on the principle of letting those, they are fit for, find them. There may be certain subjects where this policy might work, but in most cases it is good that the audience should be clearly thought beforehand in terms of its age, sex and habitation. This aspect of the production technique should be given the same attention as the readability and the physical aspect of the material. We are also of the opinion that each agency should run at least 3 literacy classes, one for men, one for women and one for adolescents. The running of these classes would not be a heavy burden on the agency if it can seek popular cooperation, and contact the Social Education or other related departments. These classes would be of immense value to the agency in pretesting its material, keeping abreast of the growth and change of interest among the readers from time to time. The classes will also reveal to the agency the difficulties faced by the new literate in learning to read and write. The staff of the agency responsible for producing literature for new literates should closely observe the working of the class.

It would certainly help the agency if it pretests the manuscript even on a small sample of future readers. The techniques of pretesting are limited, and the result is not the surest indicator of the success of a book. Nevertheless, it may give some indication to the author of the different weak and strong points of his writing. The reactions, responses and comments of the reader sometimes throw light on aspects that could be easily overlooked.

We think it would be in the interest of the agencies to have a small committee consisting of development workers, edcuationists and research workers to advise them in their production programme. The agencies which have no direct relation with development work in the villages are not likely to have a clear concept of the different problems facing the people, regarding which they stand in need of help, information and guidance.

Care should be taken to produce the material on scientific lines. The tendency towards cheapness of quality, convenience, and profiteering should be checked.

There are many controversial subjects in almost every branch of knowledge, and sometimes it becomes necessary to produce literature on one of them. As a general policy controversial subjects should be avoided. But if it becomes necessary to deal with any one of them, recourse should be had to the findings of research and investigation. If this is not possible, the opinion of experts in that field should be given more importance than purely subjective judgment.

We would also like to suggest that the agencies should take steps to see that a larger proportion of their publications goes to individual buyers. This may seem to be asking for too much. Nevertheless, they should advertise their books in the periodicals for new literates or send their agents with leaflets to villages where literacy classes have been running for a sufficient number of months. This may not increase the sale of their books immediately, but they would be introducing their books in the villages and encouraging the new literate to purchase books other than those he has been accustomed to. This step should be taken in the interest of the new literate. The techniques of distribution developed by the South India Book Trust may be studied.

We would also suggest that the agencies should exert their influence and utilise every possible means to see that that type of literature is also produced which has direct and immediate bearing on the questions of national unity, solidarity, development, and harmonious living with other nations of the world. The cultural heritage of India in the domain of art, literature, music, painting and philosophy must be tapped and the information should be diffused in a manner which is acceptable to all the different religious and caste groups in this country. Every attempt should be made to avoid creating bigotry, sectarianism, dogmatism and revivalism. The past must be interpreted in a living, dynamic. manner.

The Government of India and voluntary organisation social, cultural and political,—have been trying to eradic certain bad customs and undesirable practices. Supersti fanaticism and unthinking adherence to beliefs and practi which are all weaknesses of the mind, have to be eradicat The chapter on Evaluation contains certain broad criteria selecting the content of literature for new literates. It will good if the agencies keep these criteria before them and util them dynamically. They may also consult the chapter Reading Needs and Interests and utilize the findings ju ciously.

In the end, we wish to warn the readers agai uncritical acceptance of the findings in this study, or in otl studies for that matter. A practical spirit and a proper assc ment of the problems to be dealt with, are the essence o successful approach, and this study is meant to create right attitude.

VII

# THE SPECIMEN BOOKS

As a part of its assignment, this Centre had to produce 12 booklets for new literates, in conformity with the guiding principles enunciated in this study.

While laying down these principles, the authors had in view a typical agency, with the normal facilities of men and materials, and free from any rigid routine of having to produce a particular kind of material within a specified period. It has also been assumed that the agency has the necessary amount of time and funds to exercise choice and effect the necessary changes and modifications in the manuscript.

For the authors of this study, the limitations of time proved unavoidable. It was not possible to write books on the basis of a graded list of words. Such a list does not exist at the moment, and there was no time to prepare one. The experiences of the staff members was pooled and the list of words mentioned in Chapter V to check the difficulty of words used as a basis. Parts of manuscripts, suspected to be difficult, were tried upon new literate adults to find out there level of difficulty. The books meant for new literates in Grade A would be a bit difficult for majority of readers in that grade, but there was no time to grade them down.

Efforts have been made to follow the other recommendations as much as was possible in the given time.

**Selection of the topics**

The topics selected for the books with the percentage of 'no knowledge' and 'interest' responses of the new literates, on each of them, are given in Table 41.

It is apperent from the table that, except for one (Religious Stories), none of the topics fall within the categories most preferred by the new literates, which are agriculture or

Table 41
**The Percentage of 'no knowledge' and 'interest' responses of the new literates on topics selected for books**

| *Topic* | *Title of the book* | *Percentage* *No knowledge* | *Interest* |
|---|---|---|---|
| **Grade A** | | | |
| 1. World Peace | Live and Let Live | 47·9 | 78·7 |
| 2. Description of Other Countries | All the Countries are Good | 58·8 | 64·0 |
| 3. Other Religions | Religious Toleration | 61·7 | 57·8 |
| 4. U.N.O. | United Nations Organisation | 87·0 | 51·9 |
| **Grade B.** | | | |
| 1. Relation Between Husband and Wife | Teach Your Wife | 39·4 | 61·9 |
| 2. Relation Between Husband and Wife | Relation Between Husband and Wife | 39·4 | 61·9 |
| 3. How to Control Anger | How to Control Anger | 44·5 | 78·3 |
| 4. How to Control Anger | Should We Beat Our Children or Not ? | 44·5 | 78·3 |
| 5. How to Protect from Disease | Tuberculosis | 44·5 | 90·5 |
| **Grade C.** | | | |
| 1. Stories | Read and Laugh | 33·4 | 72·5 |
| 2. Religion | Religious Stories | 38·8 | 90·6 |
| 3. Epics | Old Stories | 45·0 | 67·5 |

religion. But it was felt that enough books had already been written on these two subjects and it would, therefore, be better if the specimen books dealt with other subjects. The topics

selected can be considered 'important' from the national point of view, on which there are not enough books, and about which a large number of people expressed a desire to read. U.N.O. and Religious Toleration, have been selected because of their importance in the present context of world affairs and the situation at home.

**Methodology**

First, a rough outline of each proposed book was prepared, thoroughly discussed among the members of the staff and the grade of each book tentatively fixed. The fixation of the grade was intended to help authors to foresee the level of proficiency of the new literate in that grade and write the book keeping his limitations and the attitude to be created in view. The first manuscript was thoroughly discussed among the staff members in the presence of the author. Invariably the author had to rewrite it. Then the manuscript was edited and put to the content analysis 'test'. The analysis was to reveal the percentages of difficult words, words with conjunct consonants, and the average sentence length. If these were found too high for the particular grade, the manuscript was revised to make it conform as much as possible to the requirements of that grade. Then some of the manuscripts, considered difficult, were checked upon a number of new literates in the villages near Jamianagar. In some cases the checking brought to light important points. Let us take the case of 'Teach Your Wife'. The manuscript of this book consisted of a story running into 2718 words with no sub-headings or chapters. It had been decided to give all the illustrations with suitable captions at the end of the book, so that the reader may be able to recall the story and narrate it in his own words with the help of the illustrations and the captions. The checking proved that the story, as it was, proved too lengthy for the readers and the absence of sub-headings, illustrations, or 'mile-stones', so to say, was causing fatigue and lack of interest. Consequently, the story was shortened, divided into small chapters and the

illustrations inserted, generally at the end of each chapter. Owing to lack of time and facilities for duplicating, all the manuscripts could not be thoroughly pretested upon the future readers. But the Centre has a plan to 'evaluate' them after they have been printed and put in circulation.

Out of 12 books, only 'Tuberculosis' may be said to be dealing with a technical subject. The Tuberculosis Association of India was, therefore, asked to scrutinise it. 'U.N.O.' has been prepared on the basis of information supplied by the U.N.O. Information Office, New Delhi. 'How to Control Anger' and 'Should We Beat Our Children or Not ?' have been prepared in close cooperation with psychologists. 'Religious Toleration' has been written by a historian of considerable standing. 'Teach Your Wife' and 'Relations Between Husband and Wife' have been written by a person experienced in social education, in close cooperation with other specialists.

**Gradation**

The gradation of the books is not in accordance with any formula, as one exists. The proficiency level of different types of new literates has been kept in mind while writing the books, and the final manuscript checked against the following points :

1. Nature of content—its remoteness from or nearness to the daily experiences of the reader.
2. Treatment—whether ideas presented are abstract or concrete ?
3. Organisation—is the book broken into sections, chapters, and exercises ?
4. Percentage of difficult words.
5. Average sentence length.
6. Percentage of words with conjunct consonants.
7. Format—size of type, layout, number of pages, illustrations etc.

Considerable effort has been made in the books of grade C to keep the percentages of difficult words and words with conjunct consonants low, and the average sentence short. As the

grade rises, the number of difficult words and the length of the sentences increases by degrees. This policy has not been followed rigidly. The intention was to guide authors, not to fetter them. A conscious effort has, however, been made to avoid flaws in presentation, ambiguity, factual mistakes and printing errors.

In the books of grade C, words which are a bit difficult to read, have been given at the beginning of each story. It is hoped that if the new literate learns to read these words, either by himself or with the help of somebody, they will not cause him much difficulty and annoyance when he is confronted with them in the running text. Each story has been kept very short, so that the reader may not get discouraged. The main ideas in longer stories have been explained in a sentence or two, before the story begins, so that the reader may know what he is going to read about and may understand the story easily.

**Format**

As mentioned earlier, the services of notable artists were obtained to do the illustrations, so that they may not lack artistic beauty, clarity and force of style. We think that to a large extent we have been successful. Nevertheless some of the illustrations contain too many lines. The artist could not avoid them because they are part of his style.

We are not sure of the best place for putting illustrations in a book for a new literates. We have placed them where they may help the readers to overcome fatigue or maintain interest in the book or develop his comprehension. Each illustration carries a suitable caption so worded, in the books of grade C, as to develop the understanding capacity of the reader. The subjects of the illustrations have also been explained.

The size of 8½"×5½" has been selected instead of 7½"×5" which is the nearest to the so called 'pocket size' as in our experience few readers carry books in their pockets. This

size allows enough space for a better layout, large illustrations and is not in any way inconvenient.

For the benefit of non-Hindi readers there is a very short introduction in English at the beginning of each book.

Table 42

**The position of words with conjunct consonants and average sentence length in the specimen books.**

| *Name of the book* | *% of words with conjunct consonants.* | *Ave. sentence length* |
|---|---|---|
| **Grade A** | | |
| 1. We are Good, the World is Good | 7·8 | 11·6 |
| 2. U.N.O. | 7·9 | 13·1 |
| 3. Live and Let Live | 8·0 | 11·2 |
| 4. Religious Tolerance | 12·3 | 15·2 |
| **Grade B** | | |
| 5. Teach Your Wife | 5·1 | 8·2 |
| 6. Should We Beat Our Children or Not ? | 6·1 | 10·8 |
| 7. Relations Between the Husband and Wife | 6·3 | 10·6 |
| 8. Tuberculosis | 7·0 | 8·9 |
| 9. How to Control Anger | 7·8 | 11·2 |
| **Grade C** | | |
| 10. Read and Laugh | 5·7 | 9·3 |
| 11. Religious Stories | 7·3 | 10·1 |
| 12. Old Stories | 9·7 | 9·7 |

## SUMMARY

### CHAPTER I

**Introduction**

Adult literacy is an integral part of social education and the community development in India. It plays an important part in all the development programmes.

To evaluate the follow up reading material produced in Hindi for the new literates in India and to assess their reading needs and interests were the main objectives of the present studies. The follow up reading material produced by various agencies were tested in the field and content analysed in terms of a set of criteria. A representative random sample was taken of the reading material and was tested on a broad sample of new literates from 5 Hindi speaking states. The samples were drawn on the stratified-random sampling basis under certain limitations. To determine the minimum abilities of a new literate a test passage was prepared on the basis of such common words from the text books of literacy classes of the 5 states as had at least occurred 5 times in the text books of each state. The details of the approach, procedure, the tools, and the techniques adopted have been dealt with at length.

In order to asses the reading needs and interests of the new literates an inventory of a large number of topics was constructed and a set of 35 cards was prepared with captions of fictitious books. These two tools were used to find out the reading interests and preferences. Along with these two techniques, a few other possible techniques of finding out the reading interests have been discussed. An opinionaire was also used to find out from the field workers their feelings about the reading interests of the new literates. As a part of this study 12 books have been produced on different subjects. A detailed list of instructions was prepared for the interviewers and an observation schedule was constructed to collect

relevant information regarding the literacy teaching programme as a whole.

A brief geographical description of the areas, visited by the research team in the course of the studies, has also been given at the end of the chapter.

## Chapter II

**Background of the Literacy Movement in India**

Objective conditions of the literacy movement seen as a whole in the villages visited, and as revealed by the project and other field workers, were recorded on an obsrevation schedule. The important aspects of the movement observed were the village library, the literacy class, its coordination with other development work, the methods of teaching, and the system of examination.

The villages visited were served with permanent, temporary and mobile libraries. The books contained in the permanent libraries were mostly out of date. The temporary libraries contained 25-60 follow up books, which were sometimes withdrawn when the class was over. The circulating libraries visited each village fortnightly or so, but rather irregularly. The number of villages covered by libraries in Rajasthan and Uttar Pradesh is encouraging. Madhya Pradesh and Bihar have yet to cover a large number of villages. The habit of reading appears to be increasing among the new literates. But the number of new literates reading books is not very large. The following seem to be the main causes: (*a*) new literates in general have very low ability to read and comprehend, (*b*) the books are generally above their standard, (*c*) the librarians are untrained, (*d*) the people do not get enough time to read, and (*e*) the issue conditions are not very satisfactory.

The duration of the class comes to 2 hours per day. The duration of the session varies from state to state, from 4 to 10 months. Different textbooks are used in different states. Most of the primers are built on the synthetic method of teaching, with emphasis on teaching the mechanics of reading.

The teachers follow the letter teaching method and pay no attention to developing the desirable attitudes and skills in reading. Most of the teachers have passed the seventh grade and some of them are partially trained. They work as part time teachers and get Rs. 15/- a month as remuneration, except in Delhi, where they are full time workers and get a much higher pay. The expenses of running a class are met by the state, but the people also contribute to some extent.

Accomodation in the class is generally satisfactory but lighting arrangements are very poor, except in Delhi.

Attendance in the classes is rather unsatisfactory. The problem of dropouts does not seem to be serious. The attitude of the village towards the class is on the whole favourable. Broadly speaking, literacy teaching is tied up with other development activities, specially when it is organised by Social Education Organisers in the blocks.

The system of examination is faulty. Even those who just read haltingly a few lines get a literacy certificate.

Motivation differs from community to community. It seems people wish to become literate mostly for social prestige, intellectual development and cultural progress. This outlook towards literacy may augur well for the movement.

The team received full cooperation and help from the authorities, the field workers and the people.

## CHAPTER III

### An Assessment of Reading Needs and Interests

This chapter deals with the probable reading needs and interests of the new literate in the Hindi speaking areas of India. An inventory of topics containing 90 items on the felt and real needs of the new literate and a set of 35 cards, each having the title of a fictitious book, were constructed to find out the broad areas of reading interests and the order of preferences of various topics. These two tools were taken to the field, and new literates selected at random from the five states of Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh

and Bihar were interviewed to find out their likes and dislikes.

The reading interests of the new literate have been studied from various angles *viz.*, statewise, agewise, occupationwise, and sexwise. It has been found that considered from any of the above angles, except sex, the first, second and the third preferences broadly remain the same *i.e.* agriculture, religion and topics related to agriculture remain the first, second and the third preferences. The 4th, 5th and the 6th preferences differ. They include biographies, games and sports, folk songs, modern stories, child care, health and hygiene etc.

There are many important subjects *e.g.* panchayats, spare time occupations, cooperatives, technology, democracy, and the Five Year Plan which were given lesser preference when they were presented to the new literates through the preference cards. But when the same topics were presented to them through the inventory and explained by the interviewer objectively, some of them expressed a desire to read about these topics. The reason for not preferring them seems to be that they had no knowledge about them.

A list of selected topics from the inventory has also been given along with 'no knowledge' and 'interest' responses, with a view to help the authors, producers and the librarians to select topics and books with discrimination. Twelve topics out of these, which were considered important from the development point of view, have been taken out and dealt with separately in detail. It is interesting to note that the foreign policy of India, the Five Year Plan, world peace, democracy, and family planning, about which they have no knowledge, score very high when it comes to a desire for reading about them.

The readers have been warned that showing interest in a topic is no guarantee that the new literate would also read about them in actual life situations. Many factors may come, in the way of his reading. It is also to be noted that the present new literate of India has not yet formed the habit of reading or relying on the printed page for recreation, information

and guidance. The interest shown by him may not, therefore be very sharp.

## CHAPTER IV

### An Assessment of the Techniques of Production

This is the first study to investigate and assess the techniques of production used by various agencies. The mailed questionnaire technique was used to collect the data.

Most of the agencies have special staff for producing literature for new literates. Few of the staff members, however, are specially trained in the techniques of simple writing or are aware of the needs and interests and of the level of proficiency of their future readers. Most of the agencies have no connection with the field. While employing the staff, the agencies attach more importance to their having general experience in production than to specific training. Similarly they seem to attach more importance to an arm-chair approach than the field approach for selecting the topic of books.

Most of the reading material produced by the agencies is on such subjects as biography, agriculture, epics and health and hygiene. The selection of topics on the whole shows that the agencies are alive to the need of the day.

The agencies have mentioned that while producing the books they keep in mind the level of understanding of the reader and that they try to use short sentences, simple vocabulary and easy style. But this may be taken as a desire rather than actual practice.. The field testing has revealed that most of the books are too difficult for the average reader.

The physical aspect of the books on the whole is satisfactory. Too much attention, however, to the improvement of the physical aspect, at the cost of the readability of the book would not be desirable. The new literates do not seem to care much for the appearance of the book ; what they care for is what is inside it.

Four annas seems to be the price level up to which the new literates are willing to spend on one book. Most of the

books are priced much higher than this.

The agencies do not seem to face any major difficulties in distributing their publications. The bulk of the produce is purchased by the governments through the block and library authorities.

The agencies do not test or evaluate the reading material they produce. They rely on their judgment and intuition.

In order to improve the quality of the material and reduce costs, it has been suggested that (*a*) specially selected candidates should be attached to qualified production units for not less than 6 months and authors of repute should be persuaded to write books for new literates after they have been acquainted with the field conditions, (*b*) the services of noted artists should be obtained for illustrating books for new literates, (*c*) the government should make arrangements to train the production staff of the agencies, and (*d*) should offer to pretest the manuscripts prepared by the agencies at nominal cost, and assure the purchase of those found suitable.

## Chapter V

### Evaluation of Follow up Reading Material Produced in Hindi for New Literates

A set of criteria taken partly from the field of readability and partly from the social and national considerations that govern the present Indian thought, has been evolved and the reading material evaluated against it. The approach adopted to evaluate the material has been bilateral *i.e.* the field approach and the content analysis approach. The formula approach has not been made use of, mainly because of the lack of any formula to judge the difficulty of material in Hindi and the limitations of the formula approach.

The reading material produced by 15 agencies in India was selected for evaluation. 797 titles were collected and then plotted under different agencies and ten categories. A 10% representative sample was taken from each category. The selected books were taken to the field and tested on 530 new

literates, selected at random, from the five Hindi speaking states of India *viz.*, Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar. Altogether 1314 persons, made literate by the state governments, were interviewed. 14 cases were rejected as unreliable and out of the remaining 1300, 770 or 59·3% failed in the reading or comprehension test given to them. Hence they were not considered qualified to test the books upon. The selected books could, therefore, only be tested upon 530 new literates, who passed in the test given to them.

The findings about the physical aspects of the books are based on the content analysis and the field experiences of the authors of the report as well as on the responses of the new literates. It appears that, on the whole, the physical aspects of the material produced are satisfactory, except that the illustrations could be much improved. The new literates do not seem to pay much attention to illustrations while reading the text. The authors are in favour of giving the illustration either in the beginning or at the end, arranged in a proper order and with suitable captions unless, of course, they do contribute materially to the understanding of the portion of the text they illustrate. Thus arranged, illustrations could be used in developing comprehension. The new literates prefer 24 Pt. or 20 Pt. type. Most of the books are printed in 20 Pt. type. Similarly, four annas seem to be the maximum which they are willing to spend on each of such books. The modern tendency of attaching too much importance to the improvement of the physical aspects of the books, for which the new literates do not seem to care much, is helping to make the cost prohibitive to the average readers. The producers have to be more careful about printing mistakes, which are serious defects in books for new literates. Similarly, while selecting the titles of the books, they should take more care to make them both appealing and easy to read.

The majority of the books produced are on epics, biographies, agriculture, social studies and literature. The smallest

number of the books produced deal with spare time occupations, recreation, religion and ethics, general science and technology, and direct development themes. Though the number of books produced on different topics does not compare well with the preferences of new literates, the coverage of different topics seems to be satisfactory. The agencies should, of course, pay more attention to topics like mutual understanding, world peace, appreciation of the culture and ways of living of other nations and scientific knowledge.

On examination, it has been found that at present there is not much relation between the expressed reading interests of the new literates and what they actually read. There may be a number of reasons for this inconsistency. Plausible among these seem to be :

(*a*) lack of the habit of leaning upon books for information and guidance,

(*b*) the difficulty of books on the topics preferred by them

(*c*) lack of skill to follow details and instructions and

(*d*) unsatisfactory distribution.

In addition to the main content, certain subsidiary values *e. g.* patriotism, emotional satisfaction, equitable treatment of women, world brotherhood etc. are also found in the books.

No scientific list of words of the standard language has yet been prepared for the new literate adults. The efforts of Mrs. D.D. Parker in compiling a list of words commonly understood in Eastern and Central U.P., and the scheme of the Union Ministry of Education to collect the most frequent spoken words in the rural areas of certain states and the compilation of a list of 2000 words to be used for preparing Hindi text books for the non-Hindi speaking states are noteworthy.

The vocabulary used in the follow-up books is on the whole within the comprehension level of the new literates. There are, of course, exceptions. The conjunct consonants cause difficulty in reading and tend to reduce comprehension. Some of the agencies have not paid due attention to this fact.

The authors do not mean to propose that conjunct consonants should be avoided altogether, but what they would suggest is that not too many of them should be used on a page, specially in the books with which the adult begins.

11.6% of the books produced have grammitical mistakes, 11·3% have ambiguities and flaws of presentation and 13·3% have factual mistakes. Care should be taken to avoid these.

Most of the studies conducted in readability show that the longer the sentence the more difficult it is to understand the meaning. Flesch points out that a book containing an average sentence length of 11 words may be classified as easy. The mean average sentence length in the reading material under investigation comes to 11·44 words. But there are wide variations. There are books which contain an average sentence length of 24 words. There are only a limited number of agencies who make conscious effort to keep the average sentence length low. But it is not only the length of sentences which makes the material more difficult to read. This should be viewed along with other factors, and not be taken as the sole remedy for the difficulty of the reading material.

Most of the writers agreed that a happy use of idioms, phrases and quotations would make books more interesting to read. But only such idioms and pharases should be used as are commonly understood, otherwise they may become a hindrance in the way of understanding. Not many idoims and phrases have been found in the books selected for the evaluation.

Of all the books in the sample, those written in a dialogue style were found most easy to comprehend. But the dialogues lacked naturalness and a life-like setting. They were mostly of the pupil-asked-and-teacher-replied types. The authors have not, however, made sufficient investigations to state anything conclusive about the effectiveness of various forms of expression.

At the end of the chapter, the findings of the evaluation

of the books of Delhi Public Library have been discussed. The analysis of the content of these books show that, with one exception they are not meant either for the new literates of the rural or of the urban areas. They seem to have been written for the educative housewives and the school going children of the urban middle class communities. A glance at the other proposed topics also show that they are mostly fit for the junior high school boys. The library's production programme, though not meeting the needs and interests of the new literates, may serve the middle class urban communities which, many people complain, has been forgotten in the concentration on rural development.

As for as the readability of those books is concerned, they are at par with the books produced by other agencies in India. They have neither broken any new ground nor added anything to the techniques of production already in use. As far as the physical aspects are concerned, the books are among the best produced. They are also priced annas eight (50 nP) but this seems to be because of the financial help from UNESCO. Other agencies would not find it possible to price a book of this standard so low.

The distribution of these books in the urban areas has not been studied, but they have reached only a very small number of rural libraries.

## CHAPTER VI

### Some Guiding Principles for Preparing Literature for New Literates

The authors have come to the conclusion that the total new literate population in India may be grouped into the following three grades in terms of their levels of reading and comprehension :

**(A) Those having limited reading abilities**

Those adults and adolescents come in this grade who have had previous schooling of more than two years and have re-

freshed their abilities of reading and writing by joining literacy classes.

**(B) Those good in reading and good in comprehension**

In this grade fall those who were illiterate but have obtained enough mastery of reading and writing in the literacy classes.

**(C) Those good in reading but poor in comprehension**

This grade includes all those literates who, after studying in the literacy classes, have mastered the mechanics of reading but have not formed the habit of reading for meaning.

There should be reading materials specially prepared for each of the above grades of new literates, keeping in view their qualities and limitations.

Taking into consideration the abilities and skills attained by the new literates in grade C as the starting point, the authors have suggested the following guiding principles for producing literature for new literates :

**1. Topic and content**

The topic and content should be close to the life and experience of new literates, as they find such material easy to understand.

**2. Vocabulary**

A list of words commonly used, and necessary for the new literates, should be compiled and graded, and words from out of this be judicioully used, beginning with those both easy to read and to understand. It is not necessary to repeat all the new words, but only those having certain characteristics, so that they may become 'sight' words. The habit of spelling out a word in order to read it comes in the way of speed and comprehension.

**3. Idea load**

It is not good policy to introduce too many new ideas

in a small book, as there is a danger that, in the maze of subsidiary ideas, the new literate would miss the main ideas which the author wishes to drive home.

**4. Style**

While writing for new literates of grade C, it is better to present the idea in a simple, straightforward manner. Sentences should be short, say, having not more than 8 words on an average. The use of a large number of exclamatory and interrogatory sentence should be avoided. The accepted construction of a sentence should not be changed unnecessarily. When using a dialogue form, the matter should be so arranged that the reader may easily understand who is asking and who is replying. Punctuation is a borrowed practice in Hindi. Therefore, too many punctuation marks should not be used.

**5 Presentation**

The ideas for the readers of grade C should, preferably, be presented in a direct and simple style. Short and simple stories may also be a good form of expression. But it is not necessary to try to fabricate a story for presenting every topic.

This study, however, was not meant to explore the effectiveness of various forms of expression. Nothing conclusive, therefore, can be said on this point.

**6. Format**

There should be enough white space on every page, but the modern tendency of printing a sentence or two on a page and leaving the rest blank seems to be uncalled for. Printing should be even throughout and free from mistakes. Little research has been done in India to determine the efficacy of various styles of illustration and the role that illustrations play in adding to the understanding of the text. The studies made on this subject indicate that: (*a*) line drawings are better than photographically realistic drawings with irrelevant features, (*b*) illustrations do not always help the reader get

more information out of a book, (*c*) each illustration should communicate one or two basic ideas and (*d*) extraneous details cause confusion.

"One colour in addition to black may confuse the reader if used unwisely". Every illustration should have a caption underneatb and it would be better if a reference is made to it in the running test. A study made by Bou, in Puerto Rico, shows that most of the school children prefer full page illustrations, or, as next best, half page illustrations at the top of the page. The authors of this report are of the opinion that if the illustrations are not necessary for understanding the portion of the text they illustrate, it is better to give them either at the beginning or at the end. If they are arranged properly, with suitable captions, they could be made a tool for developing comprehension.

The books should have a coloured cover with an illustration related to the text. The title should be attractive and easy to read.

The authors have recommended that : (*a*) While planning the production of reading material the agencies should keep the interests and skills of the particular readers in view and not write on the principle of letting the reader find his level. (*b*) The agencies should run a few literacy classes under their direct supervision. These classes will give them a chance to understand and appreciate the limitations of new literates better and enable them to pretest their manuscripts; they will easily get new literates of the standard they desire. (*c*) The agencies should have a small committee of those close to the field to advise them in their production programme. (*d*) While dealing with controversial subjects, they should have recourse to the findings of research, or to the opinion of experts. (*e*) The agencies should make an effort to see that a large proportion of their publications goes direct to the readers. They should advertise their books in the periodicals for new literates and send their salesmen to the villages where classes have been running for a sufficient number of months. (*f*) The agencies

should produce literature with an immediate bearing on the question of national unity, solidarity, development, and harmonious living with other nations of the world. The cultural heritage of India should be tapped and information should be diffused in a manner which is acceptable to all the religious and caste groups in the country.

In the end, the readers have been warned that the findings of the study should not be accepted passively as dogmas, but the problems to be dealt with should be assessed intelligently in the light of the findings of other researchers and workers.

## CHAPTER VII

### The Specimen Books

A set of 12 specimen books have been produced in accordance with the guiding principles enunciated in Chapter VI. The books are on topics which are important from the national point of view and in which a large percentage of the new literates have shown interest. The books have been divided into 3 grades *viz.*, A, B and C. The books in grade C are meant for the slow readers, the books in grade B for the average and those in grade A for the advanced.

The methodology of the production of these books has been discussed in detail. It was not possible to pretest all the books in their manuscript stage, but the Centre has a plan to evaluate them after their publication.

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# INDEX

Annexure A

Schedule A

## Research, Training and Production Centre

**Jamia Millia, New Delhi**

**(*a*) Identification Data**

Name of Respondent________________

Father's Name________________

Village________ P. O. ________

District ________ State________

Main Occupation________ Side Occupation________

Caste________ Sex ________Age________

Marital Status________

Political Preference________

Previous Education____Nil____Days ____Months____ Years

**(*b*) Other Details**

Name of Interviewer________ Sample No.________

Date________ Respondent No.________

Place________

State________

| Interview began at________ finished at________ |
|---|

Annexure A

Schedule B

# Research Training and Production Centre

## Jamia Millia, New Delhi

## Scoring Sheet for the Standardising Passage

*Date*.................... *Sample No*..............

*Place*.................. *Respondent No*..............

*State*....................

| *Total time taken in reading* ............... |
|---|

X = Words read wrongly
O = Words left out

एक था राजा। एक दिन वह एक गांव में गया। उसने गांव की एक लड़की से कहा "हम प्यासे हैं।"

लड़की राजा को घर ले गई। घर में जाकर लड़की ने कहा "मां कोई बड़े आदमी आये हैं। वे प्यासे हैं।"

मां ने कहा "जा जा बड़े आदमी के लिये यहां कुछ भी नहीं है। सब बड़े आदमी ही तो रहते हैं इस गांव में, पर क्या उनके पास कुछ है ? उस बड़े आदमी से जाकर बता दो यहां पानी नहीं है।"

लड़की राजा के पास गई और राजा से कहा "घर में पानी नहीं है।"

राजा ने कहा "हम इस देश के राजा हैं। राजा के लिये इस गांव में पानी भी नहीं। यह भी कोई गांव है। पानी नहीं है तो हम जा रहे हैं।"

लड़की की मां ने जाकर राजा से कहा "हम बहुत लज्जित हैं। पानी के लिये न करने में बात और ही थी। इस गांव के

आदमी कोई कार्य नहीं करते। वे सब बड़े आदमी हैं और बड़े आदमी कुछ कार्य नहीं करते यह बात सब के मन में घर कर गई है। दिन ही कार्य करने का समय है और दिन में वे पास के बन में जाकर रहते हैं।"

यह जानकर राजा उस समय ही बन को गया। बन में राजा ने एक एक आदमी से कहा "कार्य करने से ही आदमी बड़े बनते हैं। सब बड़े आदमी कार्य करते हैं। कुछ करने से ही आदमी का नाम होता है।"

यह जानकर सब ने राजा से कुछ न कुछ करते रहने की प्रतिज्ञा की।

There was a king. One day he went to a village. He said to a girl of the village, "I am thirsty".

The girl took the king home. Entering the home the girl said, "Mother ! a big man has come. He is thirsty."

The mother said, "Go away. There is nothing here for big men. Only big men live in this village, but do they have any thing ? Go and tell that big man that there is no water here".

The girl went to the king and told him, "There is no water in the house".

The king said, "I am the king of this country. There is not even water in this village for a king. What sort of village is this ? I am going away if there is no water".

The mother of the girl went to the king and said, "I am very much ashamed. There was something else in refusing water. The people of this village do not do any work. They are all big men and they have taken to their heads that big men do not do any work. Only day time is working time, but during the day they go and stay out in the nearby forest.

Knowing this the king went to the forest immediately. In the forest the king said to each of them. "Only work makes a man big, All big men work. A man is renowned when he does something."

Knowing this, all of them promised the king to do something or the other.

1. Total No. of words in the passage....251. Mistakes allowed....25.

2. Total No. of words left out...........%...........

3. Total No. of words read ...........%...........

Total

**Annexure A**
Schedule B Contd.

Confidential

I. Comprehension Test.

| *Questions* | *Scoring* Agg. marks पूर्ण-अंक | marks obtained प्राप्त-अंक |
|---|---|---|
| प्रश्न 1 : अभी आपने जो कुछ पढ़ा उसे संक्षेप में बताइये ? | | |
| (क) राजा गांव को गया। | 1 | |
| (ख) उस गांव के लोगों का विचार था कि बड़े आदमी काम नहीं करते। | 1 | |
| (ग) राजा ने वहां पानी मांगा। | 1 | |
| (घ) राजा जंगल को गया। | 1 | |
| (च) राजा ने गांव वालों को काम करने के लिये राजी किया। | 1 | |
| (छ) राजा को पानी मिला या नहीं। | 1 | |
| (ज) काम आदमी को बड़ा बना देता है। | 1 | |
| (झ) राजा बहुत अच्छा था या गांव वाले बहुत खराब थे। | 1 | |
| प्रश्न 2 : अभी आपने जो कुछ पढ़ा है उसके अनुसार बताइये कि कौन सी बात सही है : लड़की की मां ने राजा को इस कारण पानी नहीं दिया कि : | | |
| (क) वह काम में फंसी हुई थी। | 0 | |
| (ख) घर में पानी था ही नहीं। | 2 | |
| (ग) पानी था मगर औरत ने गुस्से में कहा कि नहीं है। | 5 | |
| प्रश्न 3 : गांव वाले इस कारण काम नहीं करते थे कि : | | |
| (क) वे काम करने को छोटी बात समझते थे। | 5 | |
| (ख) काम मिलता ही नहीं था। | 0 | |
| (ग) वे सब के सब बीमार थे। | 0 | |

प्रश्न 4 : राजा ने गांव वालों से यह कहा कि :

(क) वे बड़े आदमी हैं उन्हें काम नहीं करना चाहिये। 0

(ख) काम करने से ही आदमी बड़ा बनता। 5

(ग) जब तक सरकार उन्हें खेत न दे वे काम न करें। 0

प्रश्न 5 : नीचे दिये गये नामों में से कौन सा नाम इस कहानी के लिये ठीक है ?

(क) बन के वासी 0

(ख) काम और बड़प्पन 5

(ग) राजा और बुढ़िया 2

Total=28

Passing Marks=14

Annexure A

Schedule B Contd.

Confidential

I. Comprehension Test.

| *Questions* | Agg. marks | *Scoring* marks obtained |
|---|---|---|
| **Q. 1. Narate in brief whatever you have read just now.** | | |
| (*a*) The king went to the forest. | 1 | |
| (*b*) The people of the village thought that big men don't work. | 1 | |
| (*c*) The king asked for water. | 1 | |
| (*d*) The king went to the forest. | 1 | |
| (*e*) The king persuaded the village people to do work. | 1 | |
| (*f*) The king got or did not get water. | 1 | |
| (*g*) Work makes a person big. | 1 | |
| (*h*) The king was good or the village people were very bad. | 1 | |
| **Q. 2. Tell according to what you have read just now which of answer is correct ?** | | |
| **The mother of the girl did not give water to the king because :** | | |
| (*a*) She was busy in work. | 0 | |
| (*b*) There was no water in the home. | 2 | |
| (*c*) The water was there but the women refused in anger. | | |
| **Q. 3. The village people did not work because :** | | |
| (*a*) They considered work degrading. | 5 | |
| (*b*) They could not get any work. | 0 | |
| (*c*) All of them were sick. | 0 | |
| **Q. 4. The king said this to the village people :** | | |
| (*a*) They are big men, they should not work. | 0 | |
| (*b*) A man becomes big only by doing work. | 5 | |
| (*c*) They should not work unless the government gives them land. | 0 | |
| **Q. 5. Which of the following headings is suitable for the story ?** | | |
| (*a*) The dwellers of the forest. | 0 | |
| (*b*) Work and greatness. | 5 | |
| (*c*) The king and the old women. | 2 | |

Total—28

Passing Marks—14

Annexure

Schedule B Contd.

## List of words used in the passage.

| Words found common in all the primers for new literates=52. | | New words added in the list =21. | Total 73. |
|---|---|---|---|
| १. एक | २८. सब | १. वह | |
| २. था | २९. ही | २. उसने | |
| ३. राजा | ३०. तो | ३. कहा | |
| ४. दिन | ३१. रहते | ४. प्यासे | |
| ५. गांव | ३२. इस | ५. ले | |
| ६. मैं | ३३. पर | ६. जाकर | |
| ७. गया | ३४. क्या | ७. आये | |
| ८. की | ३५. पास | ८. के | |
| ९. लड़की | ३६. उस | ९. यहां | |
| १०. से | ३७. दो | १०. उनके | |
| ११. हम | ३८. पानी | ११. बता | |
| १२. हैं | ३९. और | १२. लज्जित | |
| १३. को | ४०. यह | १३. करने | |
| १४. घर | ४१. रहे | १४. कार्य | |
| १५. गई | ४२. बहुत | १५. करते | |
| १६. ने | ४३. न | १६. सबके | |
| १७. मां | ४४. देश | १७. जानकर | |
| १८. कोई | ४५. बात | १८. बनते | |
| १९. बड़े | ४६. थी | १९. होता | |
| २०. आदमी | ४७. मन | २०. रहने | |
| २१. वे | ४८. कर | २१. प्रतिज्ञा | |
| २२. जा | ४९. का | | |
| २३. लिये | ५०. समय | | |
| २४. कुछ | ५१. वन | | |
| २५. भी | ५२. नाम | | |
| २६. नहीं | | | |
| २७. है | | | |

**Annexure A**

**Schedule C**

## Scoring Sheet—Preference Cards

Date________________ Sample No. ______

Place________________ Respondent No.______

State ________________

### 1. List of topics on which head lines have been prepared on cards

1. Agriculture
2. Spare time occupations
3. Sports and games
4. Folk songs
5. Modern literature
6. Religion
7. Social evils
8. Animal husbandry
9. Handicraft
10. Child care
11. Travels
12. Tit-bits
13. Morals
14. Panchayats
15. Horticulture
16. Diet
17. General Science
18. Epics
19. Five Year Plan
20. Land reforms
21. Health and hygiene
22. History
23. Adventures
24. Democracy
25. Co-operative Society
26. Technology
27. Mutual help
28. Biography
29. Superstitions
30. Classical literature
31. Reduction of social distance
32. Culture
33. World peace
34. Geography
35. Civics

### 2. Order of Preference

**Card Nos.**

1..........
2..........
3..........
4..........
5..........
6..........
7..........
8. ........
9..........
10..........

Annexure

Schedule D

# Research Training and Production Centre

**Jamia Millia, New Delhi**

*Name of Interviewer*.......... *Sample No*............

*Date*.......................... *Respondent No*............

*Place*..........................

*District*......................

*State*..........................

**Assessment of reading needs and interests of new literate adults**

## विषय-सूची :(Inventory)

अभी मैं आपको कुछ विषय पढ़कर सुनाऊंगा। इन विषयों पर पुस्तकें लिखी जा सकती हैं। मैं यह जानना चाहता हूँ कि इन विषयों में से कौन से विषय आपको पसन्द हैं, इतने पसन्द कि आप इन विषयों पर पुस्तकें पढ़ना चाहेंगे। मैं यह इसलिये जानना चाहता हूँ ताकि आपके लिये और आप ही जैसे बहुत से ग्राम-वासियों के लिये ढंग की पुस्तकें तैयार कराई जाएँ। आप अपनी मदद करेंगे, हमारी भी और सैकड़ों ग्रामीण भाइयों की भी, यदि आप हमारे प्रश्नों का उत्तर दें। अभी मैं आपको वे विषय पढ़कर सुनाऊँगा आप इन्हें ध्यान से सुनें और मुझे यह बतायें कि :

(1) आप इन विषयों के बारे में जानते है या नहीं ?

(2) आप इन विषयों पर पुस्तकें पढ़ना चाहेंगे या नहीं।

आप ऐसा सोच सकते हैं कि ज्ञान तो हर विषय के बारे में

लाभदायक होगा ही। लेकिन विषय तो लाखों हैं और आजकल के जमाने में किसी के पास इतना समय नहीं है कि वह इन सारे विषयों पर पुस्तकें पढ़ सके। इसी कारण लोग ऐसा करते हैं कि केवल वही पुस्तकेंप ढ़ते हैं जो उनके लिए बहुत लाभदायक हों या उनको बहुत पसन्द हों। इसलिए आपके लिए भी यह जरूरी नहीं है कि आप यह कहें कि हर विषय के बारे में आपको ज्ञान होना ही चाहिए। इस कारण आप सारे ही विषयों पर पुस्तकें पढ़ना चाहेंगे। जिन विषयों पर आप वास्तव में पुस्तकें पढ़ना चाहते हों उन्हीं विषयों का नाम लीजिए।

| ज्ञान | विषय | रुचि |
|---|---|---|
| आप ···के बारे में जानते हैं या नहीं ? | | आप·····के बारे में पुस्तकें पढ़ना चाहेंगे या नहीं ? |

## खेती बाड़ी में रुचि

| हाँ | नहीं | | हाँ | नहीं |
|---|---|---|---|---|
| ह | न | 1. पशुपालन | ह | न |
| ह | न | 2. चकबंदी | ह | न |
| ह | न | 3. अंग्रेजी खाद | ह | न |
| ह | न | 4. फलदार पेड़ लगाना | ह | न |
| ह | न | 5. पेड़ों का महत्व | ह | न |
| ह | न | 6. धान को बुवाई का जापानी तरीका | ह | न |
| ह | न | 7. खेती बाड़ी के नये ढंग | ह | न |
| ह | न | 8. फसलों के रोग | ह | न |
| ह | न | 9. सहकारी समिति | ह | न |
| ह | न | 10. बीज का चुनाव और उनकी रक्षा | ह | न |

| आप····के बारे में जानते हैं या नहीं ? | | | आप····के बारे में पुस्तकें पढ़ना चाहेंगे या नहीं ? | |
|---|---|---|---|---|
| ज्ञान | | विषय | रुचि | |
| ह | न | 11. मिट्टी की किस्में | ह | न |
| ह | न | 12. ········ | ह | न |
| ह | न | 13. ······ | ह | न |
| ह | न | 14 ······ | ह | न |

## दस्तकारी में रुचि

| | | | | |
|---|---|---|---|---|
| ह | न | 1. बीड़ी बनाना | ह | न |
| ह | न | 2. मधुमक्खी पालना | ह | न |
| ह | न | 3. खाना पकाना | ह | न |
| ह | न | 4 मिठाई बनाना | ह | न |
| ह | न | 5. चित्र बनाना | ह | न |
| ह | न | 6. कढ़ाई बुनाई | ह | न |
| ह | न | 7. अपने घर को ठीक रखना | ह | न |
| ह | न | 8. मुर्गी पालना | ह | न |
| ह | न | 9. भेड़ बकरियां पालना | ह | न |
| ह | न | 10. साबुन बनाना | ह | न |
| ह | न | 11. सिलाई का काम | ह | न |
| ह | न | 12. ······ | ह | न |
| ह | न | 13. ······ | ह | न |
| ह | न | 14. ······ | ह | न |

## स्वास्थ्य में रुचि

| | | | | |
|---|---|---|---|---|
| ह | न | 1. गर्भवती की देख रेख | ह | न |
| ह | न | 2. व्यायाम शाला या अखाड़ा | ह | न |

| आप····के बारे में जानते हैं या नहीं ? | | | आप····के बारे में पुस्तकें पढ़ना चाहेंगे या नहीं ? | |
|---|---|---|---|---|
| ज्ञान | | विषय | रुचि | |
| ह | न | 3. परिवार नियोजन | ह | न |
| ह | न | 4. ताकतवर भोजन | ह | न |
| ह | न | 5. गुस्से को कैसे वश में करें | ह | न |
| ह | न | 6. डर को कैसे वश में करें | ह | न |
| ह | न | 7. घृणा को कैसे वश में करें | ह | न |
| ह | न | 8. रोगों से कैसे बचें | ह | न |
| ह | न | 9. घर को कैसे साफ रखें | ह | न |
| ह | न | 10. पड़ोस को कैसे साफ रखें | ह | न |
| ह | न | 11. टीका | ह | न |
| ह | न | 12. योग विद्या | ह | न |
| ह | न | 13. ······ | ह | न |
| ह | न | 14. ······· | ह | न |

## सामाजिक ज्ञान में रुचि

| | | | | |
|---|---|---|---|---|
| ह | न | 1. बुनियादी शिक्षा | ह | न |
| ह | न | 2. भूदान | ह | न |
| ह | न | 3. बच्चों के लिये रोजगार | ह | न |
| ह | न | 4. जातपात की बुराइयाँ | ह | न |
| ह | न | 5. भारत में विकास के काम | ह | न |
| ह | न | 6. आपसी झगड़े और उनकी बुराइयां | ह | न |
| ह | न | 7. पंचवर्षीय योजना | ह | न |
| ह | न | 8. सरकारी कानूनों | ह | न |
| ह | न | 9. वोट का महत्व | ह | न |
| ह | न | 10. भारत सरकार की विदेश नीति | ह | न |

| आप····के बारे में जानते हैं या नहीं ? | | | आप····के बारे में पुस्तकें पढ़ना चाहेंगे या नहीं ? | |
|---|---|---|---|---|
| ज्ञान | | विषय | रुचि | |
| ह | न | 11. मुकदमे बाजी से हानि | ह | न |
| ह | न | 12. विवाह की कठिनाइयां कैसे दूर हों | ह | न |
| ह | न | 13. पंचायत | ह | न |
| ह | न | 14. आपके अधिकार और कर्तव्य | ह | न |
| ह | न | 15. बचत योजनाएँ | ह | न |
| ह | न | 16. स्त्री पुरुष के सम्बन्ध | ह | न |
| ह | न | 17. श्रमदान | ह | न |
| ह | न | 18. समाज शिक्षा | ह | न |
| ह | न | 19. भूत प्रेत और जादू टोना | ह | न |
| ह | न | 20. भारत सरकार कैसे चलती है | ह | न |
| ह | न | 21. अन्तर्राष्ट्रीय संघ | ह | न |
| ह | न | 22. छूतछात से हानियां | ह | न |
| ह | न | 23. टैक्स क्यों लगते हैं ? | ह | न |
| ह | न | 24. संसार में शान्ति | ह | न |
| ह | न | 25. पुलिस के कर्तव्य | ह | न |
| ह | न | 26. ········ | ह | न |
| ह | न | 27. ········ | ह | न |
| ह | न | 28. ········ | ह | न |

## ज्ञानात्मक रुचि

| | | | | |
|---|---|---|---|---|
| ह | न | 1. विज्ञान की बातें | ह | न |
| ह | न | 2. महापुरुषों की जीवनियां | ह | न |
| ह | न | 3. कांग्रेस पार्टी | ह | न |
| ह | न | 4. कम्यूनिस्ट पार्टी | ह | न |

| आप····के बारे में जानते हैं या नहीं ? | | | आप····के बारे में पुस्तकें पढ़ना चाहेंगे या नहीं ? | |
|---|---|---|---|---|
| ज्ञान | | विषय | रुचि | |
| ह | न | 5. प्रजातंत्र | ह | न |
| ह | न | 6. गांधी जी के वचन | ह | न |
| ह | न | 7. भारत का इतिहास | ह | न |
| हाँ | नहीं | 8. भारत की आजादी का इतिहास | हाँ | नहीं |
| ह | न | 9. ऐतिहासिक इमारतें | ह | न |
| ह | न | 10. भारत के अन्य भागों का हाल | ह | न |
| ह | न | 11. दूसरे देशों का हाल | ह | न |
| ह | न | 12. घर का जमा खर्च रखना | ह | न |
| ह | न | 13. मशीनें और कल पुर्जे | ह | न |
| ह | न | 14. हमारी सभ्यता | ह | न |
| ह | न | 15. भारत में तीर्थ यात्रा के स्थान | ह | न |
| ह | न | 16. ज्योतिष विद्या | ह | न |
| ह | न | 17. भारत का भूगोल | ह | न |
| ह | न | 18. सोशलिस्ट पार्टी | ह | न |
| ह | न | 19. डाकघर के काम | ह | न |
| ह | न | 20. रेलवे विभाग के काम | ह | न |
| ह | न | 21. स्कूल और कालेज | ह | न |
| ह | न | 22. ········ | ह | न |
| ह | न | 23. ········ | ह | न |
| ह | न | 24. ········ | ह | न |

## मनोरंजन के कामों में रुचि

| | | | | |
|---|---|---|---|---|
| ह | म | 1. नाटक | ह | म |
| ह | म | 2. वीर गाथाएँ | ह | म |

| आप ·····के बारे में जानते हैं या नहीं ? ज्ञान | | विषय | आप ······ के बारे में पुस्तकें पढ़ना चाहेंगे या नहीं ? रुचि | |
|---|---|---|---|---|
| ह | न | 3. जनता का साहित्य | ह | न |
| ह | न | 4. गीत | ह | न |
| ह | न | 5. खेलकूद | ह | न |
| ह | न | 6. उपन्यास | ह | न |
| ह | न | 7. कहानियां | ह | न |
| ह | न | 8. चुटकुले | ह | न |
| ह | न | 9. नई कविता व नये गीत | ह | न |
| हाँ | नहीं | 10. संतों की बानी | हाँ | नहीं |
| ह | न | 11. बहादुरी के कारनामे | ह | न |
| ह | न | 12. ········ | ह | न |
| ह | न | 13. ········ | ह | न |

## धर्म और नीति में रुचि

| | | | | |
|---|---|---|---|---|
| ह | न | 1. त्याग के लाभ | ह | न |
| ह | न | 2. अहिंसा | ह | न |
| ह | न | 3. अपने धर्म के सिद्धांत | ह | न |
| ह | न | 4. महापुरुषों के वचन | ह | न |
| ह | न | 5. अन्य धर्मों का सिद्धांत | ह | न |
| ह | न | 6. सत्याग्रह | ह | न |
| ह | न | 7. समाज सेवा | ह | न |
| ह | न | 8 सच्चाई का महत्व | ह | न |
| ह | न | 9. धार्मिक पुस्तकें | ह | न |
| | | 10. भजन | ह | न |

# समाचार-पत्र

| आप······पढ़ते हैं या नहीं ? | | | | इसमें कौन से विषय आपको सब से ज्यादा पसन्द हैं ? |
|---|---|---|---|---|
| हां | कभी कभी | नहीं | | |
| ह | क | न | (म० प्र०) | 1. दीपक Deepak (Lamp) Social Welfare Deptt. M.P., Indore |
| ह | क | न | ,, | 2. जीवन Jeevan (life), Abundant life programme, Takhtpur Bilaspur, M.P. |
| ह | क | न | ,, | 3. नया देहाती Naya Dehati (New villager), Lucknow Publishing House, Lucknow |
| ह | क | न | (यू० पी०) | 4. गांव की बात Gaon ki Bat (Village Affairs) Saligram Pathik, Gonda, U. P. |
| ह | क | न | ,, | 5. हमार गांव Hamar Gaon (Our Village), Extension |

| | | | | |
|---|---|---|---|---|
| | | | | Project, Agricultural Institute, Allahabad. |
| ह | क | न | ,, | 6. उजाला Ujala (Light) Literary House Lucknow, U.P. |
| ह | क | न | (देहली) | 7. हमारा शहर Hamara Shaher (Our City) Social Education Deptt., Delhi State |
| ह | क | न | ,, | 8. हमारा गांव (Hamara Goan), Social Education Deptt., Delhi State |
| ह | क | न | (बिहार) | 9. जन जीवन Jan jeewan (People's Life) Samaj Shikesha Board, Patna, Bihar. |

## दूसरे पत्र

| | | | |
|---|---|---|---|
| ह | क | न | 1.................. |
| ह | क | न | 2.................. |
| ह | क | न | 3.................. |

क्या आप रोज पढ़ते हैं ? हां....नहीं......कभी कभी......

पढ़ने में आप लगभग कितना समय रोज खर्च करते हैं ?

Annexure A
Schedule E

## Scoring-Sheet for Test-Passage

Date__________ Sample No.________

Place__________ Respondent No.________

District__________

State__________

### 1. Follow-up Books/Periodicals

No. of Test books/Periodical ______

Test Passage No.______ Page______

Total time taken in reading ________

Words read wrongly
O=Words left out

### I. Reading Test

Serial No. of words read wrongly and/or left out

________________________________________

________________________________________

________________________________________

Total No. of words in the passage________

________________________

2. Total No of words left out ______%______

3. Total No. of words read wrongly ____%______

________________________

Total ______ % ______

### II. Text Comprehension Test

| *Question No.* | *Answer* | *Scoring* |
|---|---|---|
| 1. | ____________________ | ______ |
| | ____________________ | ______ |
| | ____________________ | ______ |

2. ______________________ ________
3. ______________________ ________

**2. Illustrations**

No. of Text book/Periodical ______

Illustration at page ____________

**Comprehension Test**

| *Question No.* | *Answer* | *Scoring* |
|---|---|---|
| 1. | ______________________ | ________ |
| | ______________________ | ________ |
| | ______________________ | ________ |
| 2. | ______________________ | ________ |
| | ______________________ | ________ |
| | ______________________ | ________ |
| 3. | ______________________ | ________ |
| | ______________________ | ________ |
| | ______________________ | ________ |

Annexure A

Schedule F

## Research, Training and Production Centre

**Jamia Millia, New Delhi**

Sample No. ____________

Name of Interviewer ________________

Respondent No ____________

Date ______________

Place ______ ______

District ______ _____

State ______________

**Evaluation of Follow-up books produced in Hindi for New Literate adults**

1. क्या आपने यह पुस्तक पहले पढ़ी है ? हाँ···नहीं···

2. (तीनों पन्नों) में जो कुछ आपने पढ़ा, क्या आपको वह बहुत पसंद आया,···थोड़ा पसंद आया,···या नहीं पसंद आया···?

3. (अ) क्या आपको वे पन्ने कठिन लगे······औसत दरजे के लगे···या आसान लगे······?

(आ) यदि आपको वे पन्ने कठिन लगे, तो कठिनाई का कारण क्या था ?

(क) शब्द ऐसे थे जिनको पढ़ने में कठिनाई हुई····

(ख) शब्द ऐसे थे जिनको समझने में कठिनाई हुई····

(ग) वाक्य बहुत लम्बे थे······

(घ) विचार बहुत कठिन थे······

(च) विचार इस प्रकार प्रकट किये थे कि समझ में नहीं आये·····

(छ) ......................

(ज) ...............

4. क्या आपका विचार है कि आपको पढ़ने में सुभीता होता यदि टाइप, बड़े होते...छोटे होते......या ऐसे ही ठीक हैं...?

5. आपके विचार में इस पुस्तक का मूल्य क्या होना चाहिये जिससे साधारण लोग भी इनको खरीद सकें....?

6. क्या आपके विचार में इस पुस्तक की मोटाई ठीक है.... और मोटी होनी चाहिये थी....या पतली होनी चाहिये थी....?

7. देखने में यह पुस्तक आपको कैसी लगती है ?....सुन्दर ....मामूली....भद्दी....

8. यदि यह पुस्तक आपको दे दी जाय, तो आप इसको पढ़ना चाहेंगे ? हां....नहीं....

(अ) यदि आप पढ़ना चाहेंगे तो क्या आप इसको खुद ही पढ़ेंगे......
या किसी से कहेंगे कि वह आपको पढ़कर सुनाये....?

(आ) आपको पढ़ने का समय कब और कैसे मिलेगा ?

9. जब से आपने रात्रि स्कूल छोड़ा है आपने कोई पुस्तक पढ़ी है ? हां....नहीं....

(अ) यदि पढ़ी हैं तो कौन कौन सी ?

(आ) आपको ये पुस्तकें कहां से मिलीं ?

(इ) यदि आपने कोई पुस्तक नहीं पढ़ी, तो कारण क्या है ?

(क) पढ़ने में जी नहीं लगता......।

(ख) ठीक से पढ़ नहीं सकते......।

(ग) समय ही नहीं मिला......।

(घ) गांव से कोई पुस्तकालय नहीं है......।

(च) गांव में कोई अच्छा पुस्तकालय नहीं है......।

विस्तार से बताइये

(छ)

(ज)

10. जो पुस्तकें आपने पढ़ीं यदि इनमें कोई शिक्षा थी या कोई बात बताई गई थी तो क्या आप उस पर चले ?

हाँ....नहीं.... मैंने कोई पुस्तक पढ़ी ही नहीं....

11. यदि आप पुस्तक की बातों पर चले तो क्या आपको सफलता मिली ?

हाँ....थोड़ी बहुत....नहीं....

12. पढ़ी हुई पुस्तकों का आप पर कभी कोई प्रभाव पड़ा ?

हाँ....कुछ कुछ....नहीं....।

यदि प्रभाव पड़ा तो क्या आपको वे बातें याद हैं जिनका प्रभाव आप पर पड़ा ?

13. क्या दूसरों से भी उन पुस्तकों को पढ़ने के लिये कहा ?

हाँ....नहीं....

14. क्या किसी पुस्तक ने आपको प्रजातन्त्र की शिक्षा दी ?

हाँ....नहीं....

यदि हाँ तो क्या....

15. क्या आपने किसी पुस्तक में आजादी के बाद भारत में जो कुछ काम हुए हैं उनके बारे में कुछ पढ़ा ?

हाँ......नहीं......

यदि पढ़ा तो क्या आपको वे बातें याद हैं ?

16. क्या पढ़ी हुई पुस्तकों ने आपको भारतीय सभ्यता और परम्परा का कुछ ज्ञान दिया ?

हाँ....नहीं....यदि हां, तो क्या ?

17. क्या आपके विचार में उन पुस्तकों में कोई ऐसी बात भी

थी जो आपको बुरी लगी।

हाँ····नहीं······

यदि हाँ, तो क्या ?

18. क्या इन पुस्तकों में भिन्न भिन्न जातियों में मि
कराने के बारे में कुछ लिखा था ?

हाँ····नहीं····

यदि लिखा था तो क्या आपको कुछ याद है ?

19. क्या इन पुस्तकों में छुआछूत के विरुद्ध में कुछ लिखा

हाँ····नहीं····

कुछ याद हो तो बताइए ?

20. जो पुस्तकें आपने पढ़ीं क्या इनमें से कोई ऐसी थ
आपके चरित्र को ऊपर उठाने वाली थी ?

हाँ····नहीं।

कुछ याद हो तो बताइए ?

21. यदि कोई पुस्तक आपके लिए लिखी जाए तो उ
विचार में उनमें क्या क्या मुख्य बातें होनी चाहिये ?

Annexure A

**Interviewer's General Comments :**

(*a*) Interest shown in the process of interview :
Very much—Much—Normal—Little——Felt bored—

(*b*) Did he look at the illustrations forming part of the passages ?

________________________________________

(*c*) ________________________________________

(*d*) ________________________________________

(*e*) ________________________________________

(*f*) ________________________________________

Annexure B

**Analysis Sheet of follow-up reading material for new literate adult**

Date ______________

Analyst ______________

Language ______________

1. Book Title ______________
2. Author/Editor ______________
3. Publisher ______________
4. Date first edition ______________
5. Pages ______________ 6. Price ______________

**Physical inspection**

7. Page size : length — inches, width — inches
8. Cover : board — limp cloth — heavy paper — light paper —
9. Binding : centrally stitched — stitched from the top —
10. Paper ; matte opaque white — off-white opaque — other —
11. Ink : blue — green — red — other —
12. Print : constant throughout the book — not constant.
13. Type : 24 pt — 20 — 18 pt — 16 pt — 14 pt — 12 pt —
14. No. of printing errors —
15. Text : total amount of text-material ________ pages
16. Illustrations : total space occupied ________ pages
17. Exercises : total extent of exercises and drills ________ pages—

**Illustrations**

18. Cover : carries illustration —
19. Colour : single colour — double colour — tri-colour — multi-colour —
20. Quantity : total number of illustrations in the book ______________
21. Predominant size : full page — half page — three-fourth page — quarter-page — less —

22. Kind : line drawing — half-tone — coloured — uncoloured —
23. Quality of production : good — poor —
24. The place of the illustration : top of page —
    bottom of the page —
    middle of the page —
    full page —

**Data about author**

25. Nothing recorded in the Book : —
26. Facts recorded in the book — or discovered elsewhere —

| | author 1 | author 2 | author 3 |
|---|---|---|---|
| degree | ____________ | | |
| | — university | — university | — university |
| | — training college | — training college | — training college |
| | — school | — school | — school |
| | — administrative | — administrative | — administrative |

27. Author's aims : found in the text page — found in the other parts of the book —
28. Bibliog : other writings by the author are as follows :
29. Source : material is
    stated — inferred — original writing stated —
    stated — inferred — translation —
    stated — inferred — adaption —
    stated — inferred — compilation —
    lifted from other books — namely________________
30. Form of expression : The following form/forms of expression has/have been used :
    Story — P; dialogue — P; drama — P; narrative — P; poetry — P; question and answers — P.

**Languages**

31. Vocabulary load shown clearly in the book of manual —, ref. p.________
32. No. of words having joint letters : one joint letter —
    two joint letters —
    more joint letters —
33. No. of difficult words —

34. Total no. of long sentences —
35. Total no. of sentences —
36. Paragraphs : Av. length in terms of running worc
37. Colloquial expresssons —
38. Idiomatic expressions —
39. Proverbs —
40. Quotations : prose — poetry —
41. Grammatical mistakes —
42. Ambiguity and flaw in presentation —
43. Inaccuracy of factual information____________
44. Subject matter :
 Subject______. Topic______ Amount of conter
 Sentence—Amt. of main content_______ Sent—A
 of subsdiary cont._____ Sent

| Values | | | | | |
|---|---|---|---|---|---|
| For | | Against | | Non-committal | |
| Value | Sen. | Value | Sen. | Value | Sen. |
| | | | | | |

Annexure C

**Technique of production of follow up books for Adult New literates.**

To

Name of agency ______________ Sample No. ______________

______________ Date of filling up the questionnaire

______________ ______________

Place ______________

Dear Sir/Madam,

The purpose of this questionnaire is to study the verious techniques employed by various agencies in producing follow-up material in Hindi for the new literate adults in India. You are requested to answer the questions as percisely and frankly as you possibly can. Please write only the first answer that comes to your mind except in cases of factual informations. All this matter will be kept strictly confidential.

Yours sincerely,
(Mushtaq Ahmed)
Director.

**Identifying informations :—**

Name of agency ______________

Full address ______________

When was it established ______________

Name of the owner/Managing Director/Head of the Agency

______________

Sex of the owner/Managing Director/Head of the agency

______________

Age in years ______________

Socio-economic status : middle class ____ upper class ____

Academic qualifications ______________

Experience of the work ______________

Religion and caste ______________

Political preference ______________

Since how long working with the agency ______________

Brief biographical note ______________

______________

______________

______________

Your agency is (i) owned and managed by one single person (ii) joint stock company (iii) government department

What annual budget the agency has for producing follow up books ______________

Total no. of books produced ______________

Types of books produced ________Primers ______ Follow up ________Text-books

Has the agency been awarded some distinctions or prizes for one or more books it has produced Distinctions____

Prizes____

Name of the organization that awarded the prize __________

Name of the book on which the prize/distinction was awarded

______________

## QUESTIONNAIRE

(1) Please check any one the following :—

The task of production of follow up books for new literates can be described as :—

(a) very difficult (b) difficult (c) ordinary (d) easy (e) very easy

(2) Please write 1,2,3, ________in order of importance you attach to following :

Production of follow up books requires you to have

(a) Experience in production

(*b*) Experience in teaching adults to read and write
(*c*) Knowledge of Adult Psychology
(*d*) Special training in (*i*) India——(*ii*) abroad——
(*e*) Contact with good authors
(*f*) Good official contacts
(*g*) Intuition
(*h*) Acquaintance with the needs of the community
(*i*) ____________________
(*j*) ____________________

3. (A) Please mark in order of importance with 1, 2, 3—— the following methods adopted while selecting a subject or a topic for follow up books. You may add to the list any other method not mentioned.
(*a*) Discussions among the staff members of the agency
(*b*) Advice of some eminent educationist
(*c*) Recommendation of a production committee
(*d*) Government circulars and instructions
(*e*) The advice of the owner or the owners of the agency
(*f*) Selection from out of the development programmes of the social education, community development and literacy movements in India.
(*g*) Survey of the reading interests of the new literates
(*h*) Survey of needs of the new literates
(*i*) Ready availability of authors
(*j*) Ready availability of manuscripts
(B) Which of the above do you adopt? Please check it/them with mark.
Why do you adopt it/them. Because it is/they are : (Please check one or more of the following)
(*a*) Practicable (*b*) Cheap (*c*) Convenient (*d*) Sale promoting (*e*) Scientific (*f*) Popular (*g*) Conforming to directives (*h*) Traditional

4. (A) How do you check the accuracy of the information given in the books. ____________________

____________________

____________________

(B) Suppose an issue raised in a book is controversial, what would you do ? Check any one of the following.

(*a*) I will accept the opinion having more adherants

(*b*) I will accept the opinion which appears more correct to me

(*c*) I will conduct research or arrange investigations and follow the finding

(*d*) I will take the opinion of experts

(*e*) I will be guided by the policy of Government.

(*f*) ______________________________

(*g*) ______________________________

5. (A) Please state in specific terms against each of the items given below the policy you adopt about them while producing a follow-up book.

(*a*) Sentence______________________

(*b*) Word__________________________

(*c*) Price__________________________

(*d*) Printing and lay out______________

(*e*) Size of the type_________________

(*f*) Illustration_____________________

(*g*) Bulk of the book_________________

(*h*) Style and diction________________

(*i*) Idea load______________________

(*j*) Form of expression______________

(*k*) Nature of communication potential__________

(B) Which one or more of the following you generally employ in your books ?

(*a*) Suggestive method

(*b*) Didactic method

(*c*) Catechising method

(*d*) Dialogue

(*e*) Story

(*f*) Drama

(*g*) Description

(*h*) Prose

(*i*) Poetry

6. To which of the following factors do you give special attention while planning book production for new literates ? Please check them.

(A) Needs of the readers

(*a*) Civic

(*b*) Moral and religious

(*c*) Sex

(*d*) Intelletual

(*e*) Aesthetic and cultural

(*f*) Health and hygiene

(*g*) Professional and occupational.

(B) Interest of the readers

(*a*) Agricultural problems

(*b*) Detective stories and adventure

(*c*) Erotic novels or stories

(*d*) National epics and mythology

(*e*) Folk songs

(*f*) Spare time activities

(*g*) Interest to know the outside world

(C) The level of understanding of the readers

(D) Age of the readers

(E) Sex of the readers

(F) Culture and traditional of the readers

(G) National development programmes

(H) Communal harmony

(I) Democratic sense

(J) Social evils and bad habits

(K) International understanding

(L) Ahimsa and peace.

If you check items (A), (B), (C) and (F) please write below as to how do you find it out ?__________

______________________________

______________________________

______________________________

7. Do you produce follow up books specially for :
(Please check the following as the case may be)

(A) (*a*) Men (*b*) Women (*c*) Both

(B) (*a*) Urban readers

(*b*) Rural readers

(*c*) Both

(C) (*a*) Age group between 16 to 36

(*b*) Age group above 37

8. Do you organise field work also? If so, what type of work do you conduct?

(*a*) Running Adult Education Centres

(*b*) Literacy Classes

(*c*) Conducting or financing research work

9. (A) What proportion as a matter of general practice you allow to illustrations in relation to the text material in your follow up books? ____________

(B) What purpose do the illustrations serve?

(*a*) Help to understand the text

(*b*) Add to the appeal of the book

(*c*) Meet the prescribed need by the department

(*d*) It is a common practice

(*e*) Do you think that illustrations found in follow-up books are: (please check any one of the following) very useful useful tolerable useless entirely useless?

(D) What in your opinion should be the characteristics of a good illustration in a follow up book? __________

(E) What short of illustrations do you prefer?

(*a*) Line drawing (*b*) Halftone

Please give reasons ____________________

10. What part of your publication goes directly to the following agencies?

| | | | |
|---|---|---|---|
| (*a*) Book seller | (*i*) Greater | (*ii*) Lesser | (*iii*) Nil |
| (*b*) Govt. officers | ,, | ,, | ,, |
| (*c*) Libraries | ,, | ,, | ,, |
| (*d*) Adult Education Centres | | | |
| (*e*) Direct to the people | | ,, | ,, |

11. (A) Do you pretest your manuscripts on new literates before production?

(*a*) Yes (*b*) No

If you test them how do you do it ? Please write briefly the procedure you follow ____________

(B) Do you 'evaluate' your books after production ?

(*a*) Yes (*b*) No

If you do, please write briefly the 'purpose' of the evaluation and the 'procedure' you follow

12. (A) Do you maintain separate staff forproducing follow-up books ? (*a*) Yes (*b*) No

(B) If "Yes" is it permanently employed or is it given assignments from time to time ? (*a*) Permanent (*b*) On assignment

(C) If you maintain special staff, do you give more importance to their experince in producing such books or to their specialised training ?

(D) What is the number in your staff of :—

(*a*) Experienced personnel (*b*) Specially trained personnel (*c*) Having both the qualities

(E) (1) Do you keep some regular relation with the field or the field workers ?

(*a*) Yes (*b*) No

(2) If you do, please give brief description ________

13. (A) Do you feel some handicaps in the production of follow up material ? (*a*) Yes (*b*) No

(B) If you feel some difficulties please write them in detail

14. Please write below some of your own suggestions for a better technique of production of follow-up material.

Annexure D

**Assessment of Techniques of Production of Follow-up Books.**

**List of selected agencies to be interviewed or to whom questionnaire is to be sent.**

**I. Government Agencies :**

G1. Planning Research and Action Institute, Kala Kankar House, Lucknow, Uttar Pradesh.

G2. Delhi (Public) Library, Delhi,

G3. Adult Education Board, Patna, Bihar.

G4. Social Welfare Department, Nagpur. Madhya Pradesh.

**II. Voluntary Organisations :**

V1. Literacy House- Lucknow, Uttar Pradesh,

V2. Agricultural Institute, Allahabad, Uttar Pradesh,

V3. Gaon Bharti Prakashan; Gonda, Uttar Pradesh,

V4. Sasta Sahitya Mandal, Connaught Place, New Delhi,

V5. Idara Talim-O-Taraqqi, Jamia Millia. New Delhi.

**III. Private Orgnisations :**

P1. Maihipur Branch Press, Saharanpur, Uttar Pradesh,

P2. Pustak Bhandar, Patna, Bihar,

P3. National Publishing House, Delhi,

P4. Misra Bandhu Karyalaya.Jabalpur, Madhya Pradesh,

P5. Sarvodaya Prakashan, Delhi,

P6. Samaj Shiksha Prakashan, Kashmere Gate, Delhi.

Annexure E

## GUIDE TO THE INTERVIEWERS

**General instructions**

Some directions for interviewing the respondents are given below. Please read them carefully. It is not obligatory to follow each direction literally and rigidly. Try to catch the spirit of the instructions and use them judiciouly.

1. You should wear simple clothes.

2. Master the questions well. Yon should be able to record the answer to a question, which may be in the end of the schedule, but to which the respondent may reply in the very beginning, without hunting for it. Clarify at the apportunate moment if the spontaneous answer is not clear.

3. Be straightforward, frank and honest. Explain to the respondent the purpose of your enquiry in clear and lucid terms. Explain in such a manner that he does feel that the enquiry is meant for his benefit. *The willing cooperation is very necessary.*

4. Remove all doubts and suspicions from the mind of the respondent. Answer his questions frankly. Start with confidence in him.

5. Do not let him feel inferior in your presence. If he is embarassed tell him that it is natural for every one in the beginning.

6. Do not make a display of your superiority. Do not boss him and do not behave like a teacher. But too much of friendliness is also not very helpful.

7. Make him feel that his opinions are valuable and important and by participating in the interview he will be doing a service to himself and to the nation.

8. Appreciate some of his sentences and show that he has said something important. Do not ask discouraging questions from the very beginning. Everybody likes to be encouraged and praised.

9. Remain cheerful and feel sympathetic with his ideas and experiences.

10. While interviewing the respondent, do not try to be sly nor behave like a detective to exact information.

11. Proceed with your questions softly and patiently.

12. He must talk to you in a free and frank atmosphere. He must talk to you as one talks to a man in whom he has confidence. He must give out to you his true feelings without reservation. This atmosphere you will have to create. This is your first main task and a difficult one too. For this you will have to be sincere and skilful.

13. Do not make hurry and cut his sentences short. You listen to him. Do not make him listen to your long talks. You talk as little as possible. Let him talk. You don't let him go stray. Keep him on the track skilfully.

14 Give him sufficient time to explain to you what he means. Let him qualify his statements if he wants.

15. Your skill lies in getting clear and correct information from him. Try to probe if you feel you are not getting clear statements.

16. Imagine yourself to be in his position and what he may be thinking of you, your vocabulary, and your approach.

17. Keep your eyes on his face but do not stare him so as to make him conscious of your gaze. Be careful in following this instruction if the respondent is of the opposite sex.

18. If he feels bored, cut in a simple joke, give him a biri or a cigarette if he smokes.

19. Do not make the interview a cross questioning at the bar where he may find himself pushed in the defensive and try to evade or escape from the situation.

20. Keep on reminding yourself that you are there to help the respondent and the book producers. You have therefore to get from him clear and precise statements and record what he says and means and not what you think and mean.

21. If he wishes to see what you have recorded show him in the end of the interview.

22. Thank him for all the cooperation he has given.

**Specific instructions**

**I. Establishing rapport.**

(*a*) Call the respondent by name and accompany him to a place where you can interview him alone, uninterrupted. Make him sit comfortably, and in his own way. Do not insist that he should sit in the chair or on the cot if he is unwilling to do so.

(*b*) Explain to him the purpose of the interview in precise and clear terms. Tell him, "The Government and many publishers are bringing out books for your benefit and a huge amount of money is being spent to bring out books for the rural population. I wish to find out whether these books are suitable for you ; can you read, understand and enjoy them. I hope that you will help me in finding this out by going through these cards, reading some books and answering some questions."

(*c*) Talk to him for a few minutes to win his confidence.

**II. The test passage**

(The order of the following items of interview may be changed in special cases).

(*a*) Fill in the identiiication data. Do not gather the information in such a manner that he may suspect that you are filling in a 'chalan form'. Fill in the columns under 'other details' as and when appropriate. If the respondent feels disturbed the identification data may be collected afterwards.

(*b*) Now give him the 'test passage', to read (Schedule B of Annexure A). Set your stop watch on. Record words read wrongly, words left out and time taken in reading the passage. Whenever you feel necessary correct the reading mistakes of the respondent. Use your stop watch for recording time. Don't hold the stop watch conspicuously.

(*c*) If he has left out or read wrongly 90% or more than 90% of the words treat him as failed. Talk to him for a minute or two. Thank him and let him go. But don't be mechanical in counting mistakes. Count only major mistakes.

(*d*) If he has passed in reading ask him the questions on the passage given in the 'Question Paper' (Schedule B of Annexure A) to see if he has understood what he has read. If he secures 50% marks or above treat him as 'passed' otherwise 'failed'.

(*e*) If the respondent reads the passage again allow him to do so and note this fact.

(*f*) If he succeeds in (*c*) but fails in (*d*) do not evaluate the follow up books upon him.

(*g*) When he passes both in (*c*) and (*d*) evaluate the follow up book having its turn.

(*h*) You may proceed further to find out his reading needs and interests. You will proceed in the manner explained further.

**III. Reading needs and interests.**

**1. Interest Preference Cards.**

(*a*) Tell the respondent 'here is a set of cards on which names of some books are written. I will request you to select the cards which you would like to read most and then arrange them in the order of perference you would like to read them'.

(*b*) Now give him the set of cards arranged in serial order. Tell him that the name of a book is written on every card. He should read all the cards carefully and pick out these which he likes to read.

(c) If he has picked more than 10 cards, ask him to go through the picked cards again and pick out only 10 cards which he likes to read most. Now ask him to arrange these 10 cards in order of preference he would like to read them.

(*d*) Record the serial number of these cards on the Scoring Sheet (Schedule C of Annexure A) in the order he has arranged them.

**2. Inventory of needs and interests.**

(*a*) Read yourself and explain to the respondent the instructions given in the beginning of the inventory (Schedule D of Annexure A).

(*b*) Now read a topic to him and ask him the questions: "Do you know about this topic? And would you like to read books on it"? Record his answers.

(*c*) See that he understands the questions properly. In the beginning you may have to repeat them but later on when you find that he has fully understood them and has got the sequence you may only read the topics and record his answer.

(*d*) If the respondent does not understand a topic you may explain it to him in an objective way and note this fact.

IV. **Evaluation of follow up books.**

(*a*) If the respodent has passed in the reading and comprehension tests of the test passage, proceed to evaluate the selected follow up books/periodical. You will proceed in the following manner:

(*b*) You keep a copy of the 'test book' (marked Interviewer's Copy), in which you have numbered every word in the selected passages and give him the second copy. Ask him to open the book at the particular page. If he cannot open, you open for him, show him the passage, and ask him to read the passage. Tell him to read it carefully as you will ask questions afterwards to see whether the passage was easy enough for him to understand.

(*c*) Record the exact time taken in reading the passage. Record his reading mistake if he is audible.

(*d*) Now request him to close the book and you ask him the questions on the passage, given in the Question Paper. Record his answers in Schedule E of Annexure A.

(*e*) Remember that he has to answer the questions on the passage in the light of what he has read in the passage and not on the basis of his background knowledge and general experience. Therefore always remind him before putting a question that he has to reply according to what he has just read in the passage. Make sure that he understands you.

(*f*) Proceed with other passages similarly.

(*g*) Now take up Schedule F of Annexure A. Find out his responses on the questions on different aspects of the book

being evaluated and some general questions about his past readings, given in the Schedule, and record them in the space provided.

(*h*) Before you call in the next respondent arrange the cards again serially.

**V. If a respondent does not understand :**

If a respondent does not understand a question repeat it 2-3 times. If he does not understand even then you may explain the question a little but while doing so you must not give him any lead or hint *e.g.* if he does not understand the question:

"Do you think information about 'animal husbandry' will be useful to you"?

*You may say :*

"Do you think information about how to look after animals, how to feed them and cure them when they fall sick will be useful to you ?"

*But you should not say :*

"Do you know how to look after animals in a better way than you generally do? How to feed them properly so that they become strong and don't fall sick ? How to cure them when they fall sick according to the latest methods ?"

**VI. Proceed similarly :**

Proceed in the same way with other respondents to administer the test passage on them, to find out their reading needs and interests and to evaluate the follow up books.

Annexure F

## Observation Schedule

Name of Interviewer ____________ Village ____________
State ____________
Date ____________

1. **Library**
   (a) Location ____________
   (b) Administration ____________
   (c) Finance ____________
   (d) Days and time of opening ____________
   (e) Books available, number ____________
   types ____________
   (f) Who selects the books for the Library ? ____________
   (g) Conditions of issue. Free ________ Fee ________
   (h) Issue of books : approximate figure for six months
   types most popular ____________
   (i) Who gets the books issued ?
   Approximate No. of New literate men ____________
   ,, ,, women ____________
   ,, ,, adolescent ____________
   others ____________
   (j) Are the following fooks included in the library ?
   Delhi (Delhi Public Library) ________
   America -do- ________
   Apna Ghar -do- ________
   Manoranjan Aur Kam Do ________
   Are they being read ? ________
   By whom ________
   (k) Is Gyan Sarovar (Published by Ministry of Education) in the library ? ________
   Do people read it ? ________
   What type of people ? ________
   Does anybody in the village possess it ? ________
2. **Mobile libraries**
   Interval between their visits ________
   Types of books distributed ________
   Conditions ________

Response of the people____________

3. Other channels of book distribution____________

4. **Librarian**

Training__________ Payment__________

Does he reside in the same village ?____________

Does he take interest in book circulotion ?__________

5. **School**

(a) Is there a primary and or secondary school in the village____________

6. **Literacy Classes**

(a) Time________

(b) Duration daily________

(c) Duration of session________

(d) Names of books prescribed____________

(e) Method of teaching__________

(f) Teacher———age__________

Does he reside in the village________

Training and qualification____________

(g) Attitude of teachers towards students__________

(h) Agency running the literacy class__________

(i) Class conditions, lighting, location, sitting accommodation____________

(j) Books prescribed in the class, free or to be purchased ?____________

(k) Who pays for the oil____________

Who pays for the slate etc ?__________

(l) Number of men, women and adolescents attending the class____________

(m) Attitude of the village towards the class and the students____________

(n) Is literacy tied up with other development activities ?

____________

(o) Attendance____________

(p) ____________

(q) ____________

(r) ____________

## Annexure G

### Table 18

**The responses of male new literates on some of the items of the interest inventory**

| S. No. | Topics | No knowledge 12-18 | 19-30 | 31-50 | Av. | Interest 12-18 | 19-30 | 31-50 | Av. |
|---|---|---|---|---|---|---|---|---|---|
| | **Agriculture** | | | | | | | | |
| 1. | Cooperative society .. | 75.0 | 66·3 | 50·7 | 64·4 | 56·9 | 70·0 | 76·1 | 67·7 |
| 2. | Modern methods of agriculture. .. | 54·7 | 43·4 | 44·4 | 47·5 | 87·2 | 87·3 | 83·3 | 85·9 |
| 3. | Japanese methods of cultivation. .. | 55·8 | 50·1 | 26·4 | 44·1 | 60·5 | 64·5 | 54·0 | 59·7 |
| 4. | Land consolidation.. | 42·3 | 47·8 | 34·7 | 41·6 | 78 0 | 65·0 | 68 1 | 70·4 |
| 5. | Seed perservation .. | 43·0 | 35·3 | 30·6 | 36·3 | 76·5 | 80·2 | 79·2 | 78·6 |
| 6. | Diseases of plants .. | 40·0 | 28·9 | 25·0 | 31·3 | 78·9 | 87.2 | 83·3 | 83·1 |
| 7. | Fertilizer .. | 27·8 | 23·0 | 25·0 | 25·3 | 77·5 | 80·3 | 76.4 | 78·1 |
| 8. | Horticulture .. | 27·5 | 24·5 | 22 5 | 24·8 | 83·3 | 82·6 | 77·5 | 81·1 |
| 9. | Animal husbandry .. | 26·0 | 14·0 | 12.5 | 17.5 | 84·8 | 87·1 | 80·6 | 84·2 |
| | **General knowledge** | | | | | | | | |
| 1. | Democracy .. | 92·1 | 82 8 | 71·2 | 82·0 | 53·1 | 64·5 | 72·5 | 63·4 |
| 2. | Our culture .. | 85·7 | 74·1 | 76·7 | 76·7 | 57·1 | 69·7 | 78·3 | 68·4 |
| 3. | Miracles of science .. | 85·3 | 60·6 | 73·1 | 73·0 | 70·6 | 65·5 | 62·7 | 66·3 |
| 4. | Astronomy .. | 81·0 | 68·6 | 59·4 | 69·7 | 46·9 | 49·4 | 55·1 | 49·8 |
| 5. | Indian history India | 80·1 | 64·8 | 59·7 | 68·2 | 64.9 | 73·9 | 85·1 | 74·5 |
| 6. | Geography of .. | 72 8 | 55·2 | 51·5 | 59·8 | 65·6 | 65·3 | 72·1 | 67·1 |
| 7. | Description of other countries | 68·7 | 58 6 | 49·3 | 58·8 | 58·3 | 67·1 | 66·7 | 64·0 |
| 8. | Biographies .. | 71·3 | 59·8 | 43·3 | 58·1 | 76·9 | 75·9 | 86·6 | 79·8 |
| 9. | Technology .. | 56·2 | 48 9 | 42·6 | 49.2 | 51·7 | 51·9 | 47·1 | 50·2 |
| 10. | Gandhism .. | 55.9 | 42.1 | 29·4 | 42·5 | 79·0 | 80.8 | 92·5 | 84·1 |
| 11. | The places of pilgrimage | 46·8 | 32·8 | 10·2 | 29·9 | 67·8 | 70.1 | 78·3 | 72·3 |
| 12. | Home accountancy.. | 38·5 | 27·5 | 20·3 | 28·7 | 76·9 | 81·2 | 72·5 | 76.9 |

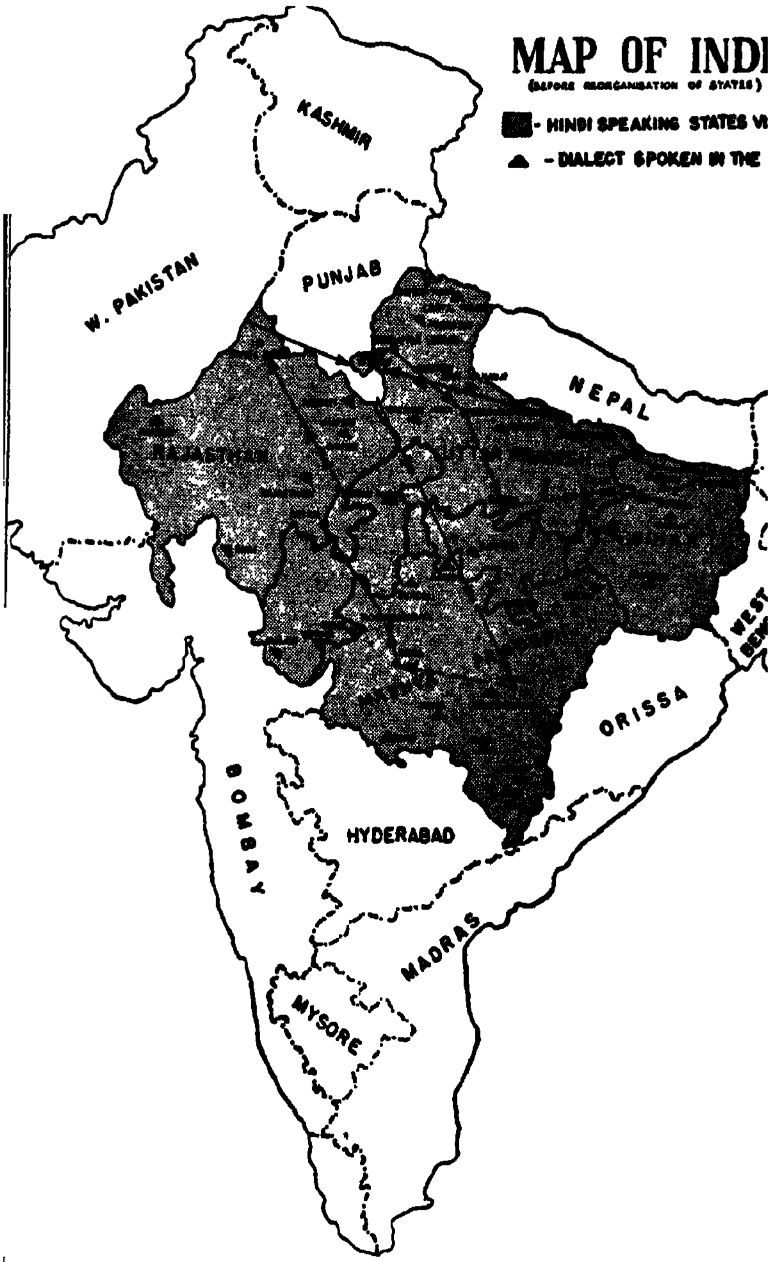
Annexure G Contd.

| S. No. | Topics | No knowledge 12-18 | 19-30 | 31-50 | Av. | Interest 12-18 | 19-39 | 31-50 | Av. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | **Handicrafts** | | | | | |
| 1. | Soap making .. | 68·8 | 62·1 | 57·7 | 62·9 | 65·3 | 61·3 | 52·1 | 59·6 |
| 2. | Knitting and weaving | 69·2 | 62·4 | 54·3 | 62·0 | 39·2 | 44·0 | 35 7 | 39·6 |
| 3. | Bee keeping .. | 62·2 | 62·4 | 61 4 | 62·0 | 31·6 | 25·9 | 20·0 | 25·8 |
| 4. | Bidi making .. | 71·3 | 58·5 | 55·7 | 61·8 | 28·7 | 26·1 | 29·0 | 24·9 |
| 5. | Drawing and painting | 60·7 | 60·8 | 61·1 | 60 9 | 67·2 | 47·9 | 30·0 | 48·4 |
| 6. | Poultry keeping .. | 62·7 | 60·9 | 58·3 | 60·5 | 16·2 | 13.7 | 15·9 | 15·3 |
| 7. | Tailoring .. | 63·8 | 57.7 | 56·5 | 59·3 | 48·9 | 53 2 | 47·8 | 53·0 |
| 8. | Cattle rearing .. | 56·3 | 49·4 | 45·7 | 50·5 | 31·7 | 26·7 | 30·0 | 29·5 |
| | | | | **Health and hygiene** | | | | | |
| 1. | Family planning .. | 85·4 | 84·4 | 77·1 | 82·3 | 49·3 | 73·3 | 70·0 | 64·2 |
| 2. | Yog Vidya .. | 92·3 | 75·9 | 70·8 | 79·7 | 43·3 | 50·6 | 40·0 | 44·6 |
| 3. | Care of pregnant women | 66·0 | 54·9 | 43·7 | 54·9 | 52·1 | 73·8 | 78·9 | 68·3 |
| 4. | Balanced diet .. | 50·7 | 51·7 | 52·9 | 51·8 | 83·1 | 85·1 | 85·7 | 84·6 |
| 5. | How to protect from diseases | 54·8 | 41·3 | 37·5 | 44·5 | 87·7 | 92.1 | 91.7 | 90·5 |
| 6. | Anger control .. | 54·0 | 35·5 | 29·6 | 36·3 | 72·3 | 79·5 | 83·I | 78·3 |
| 7. | Home sanitation .. | 17·0 | 10·8 | 21·0 | 16·3 | 79·3 | 80·6 | 78·3 | 79·4 |
| | | | | **Recreational activities** | | | | | |
| 1. | Epics .. | 50·7 | 42·6 | 41·9 | 45·0 | 67·6 | 67·7 | 67·2 | 67·2 |
| 2. | Stories .. | 47·2 | 34·4 | 18·8 | 33·4 | 75·7 | 75·2 | 66·7 | 72·5 |
| 3. | Dramas .. | 18·6 | 22·1 | 28·0 | 22·9 | 73·1 | 61·5 | 47·8 | 60·8 |
| 4. | Folk songs .. | 23·4 | 15·7 | 23·0 | 20·7 | 68·6 | 63·4 | 47·5 | 59·8 |
| 5. | Games and sports .. | 11·0 | 12·5 | 25·8 | 16·4 | 72·4 | 61·2 | 40·9 | 58·2 |
| | | | | **Religion and morals** | | | | | |
| 1. | Ahimsa .. | 92·2 | 84·3 | 73·3 | 83·3 | 45·3 | 61 1 | 73·4 | 59·9 |
| 2. | Satyagrah .. | 88·9 | 76·9 | 59·9 | 75·2 | 46·8 | 58 9 | 74·2 | 60·0 |

Annexure G Contd.

| S. No. | Topics | No knowledge 12-18 | 19-30 | 31-50 | Av. | Interest 12-18 | 19-30 | 31-50 | Av. |
|---|---|---|---|---|---|---|---|---|---|
| 3. | Own religions .. | 52.7 | 33·9 | 25·0 | 63·2 | 34·6 | 91·1 | 94·1 | 89·9 |
| 4. | Other religions .. | 69·7 | 59·9 | 55·5 | 61·7 | 49·3 | 54·2 | 69·9 | 57·8 |
| 5. | Social service .. | 64·9 | 54·2 | 47 0 | 55·4 | 67·9 | 78·0 | 74·2 | 73·4 |
| | **Social studies** | | | | | | | | |
| 1. | Basic Education .. | 92·9 | 89·1 | 84·4 | 88·2 | 52·5 | 54·9 | 64·8 | 57·4 |
| 2. | Foreign policy of Indian government .. | 95·7 | 85·2 | 80·6 | 87·2 | 44·7 | 59·9 | 75·0 | 51·9 |
| 3. | U.N.O. .. | 91·0 | 84·5 | 85·5 | 87·0 | 39·7 | 48·0 | 68·1 | 59·9 |
| 4. | Saving schemes .. | 86·3 | 73·4 | 62·5 | 74·1 | 59·0 | 71·5 | 78·3 | 69·6 |
| 5. | Bhoodan .. | 77·6 | 70 9 | 64 3 | 70·9 | 52·2 | 50·3 | 55·7 | 52·7 |
| 6. | Rights and duties .. | 77·2 | 74·0 | 58·2 | 69 8 | 57·4 | 74·3 | 79·1 | 70·3 |
| 7. | Five Year Plan .. | 82·3 | 75·5 | 50·0 | 69·3 | 63·1 | 69·0 | 78·6 | 70·2 |
| 8. | How Indian govt. move | 69·2 | 58·0 | 56·5 | 61·2 | 57·3 | 73·2 | 74·2 | 68·2 |
| 9. | Social Education .. | 62·5 | 56·1 | 62·3 | 60·3 | 66·7 | 77·2 | 79·7 | 74·5 |
| 10. | Government laws .. | 65 8 | 58·8 | 45·8 | 56·8 | 64·4 | 78·0 | 79·2 | 73·9 |
| 11. | Why to pay taxes .. | 63.6 | 56·2 | 35·7 | 51·8 | 60·2 | 69·5 | 74·3 | 68·0 |
| 12. | Superstitions .. | 56·6 | 49·7 | 45·1 | 50·5 | 43·4 | 38·1 | 29·6 | 37·0 |
| 13. | World peace .. | 62·0 | 47·4 | 34·3 | 47·9 | 69·7 | 79·3 | 87·1 | 78·7 |
| 14. | Husband and wife relations | 58·0 | 35·3 | 25·0 | 39·4 | 56·5 | 61·1 | 59·7 | 59·1 |
| 15. | Shramdan .. | 45·8 | 40·4 | 29·0 | 38·4 | 64·1 | 72·7 | 82·6 | 73·1 |
| 16. | Untouchability .. | 42·9 | 35·9 | 29·2 | 36·0 | 54·4 | 58·8 | 70·7 | 61.3 |
| 17. | Disadvantages of litigation | 49·3 | 30·0 | 24·3 | 34·5 | 49·3 | 51·0 | 55·7 | 52·0 |
| 18. | Panchayats .. | 18·7 | 14 8 | 9·7 | 14·4 | 74·3 | 74·1 | 81·9 | 76·8 |

ANNEX


MAP OF INDI
(BEFORE REORGANISATION OF STATES)
- HINDI SPEAKING STATES V
- DIALECT SPOKEN IN THE
KASHMIR
W. PAKISTAN
PUNJAB
NEPAL
RAJASTHAN
WEST
BEN
ORISSA
BOMBAY
HYDERABAD
MADRAS
MYSORE

Annexure I
Example 1

# सुसराड़ की तैयारी

मोलड : अरे सुन्दर क्यूं नाई के ने दुखी कर रहया सै ?

नाई : आजा भाई मोलह् कित को त्यारी कर रहया सै ?

मोलड : अरे भाई इस सुन्दर ने देखता हांडू सूँ । एक पहर हो लिया इसका पता ए ना लाग्या ।

नाई : पता लागण नै यो के डीघल बंरी जा रहया था ? किते तास खेलता पावै सै । मेरे धोरे तै यो इबै आया सै ।

मोलड : अरे क्यूं चोलकर रहया सै नाई के, गधे नै डाक पै चढ़ा रहा सै । मेरे यार इसनै अर साबन अर पोडर कोथ ? मेरे यार पाणी ला के क्यूं ना खूटे उस्तरे "तै छोल देता ? इज खुदा के नूर नै ।

नाई अरे मेरे यार मोलड इसा हीणा मानस सोच लिया ? मेरे यार ? जिब मोलड भी नां काढण लाग गया ? जिब कित का बसेवा सै ?

सुन्दर : ओ मोर के जाम, इब तै भाई सो की साल पाच्छे इसा उलटा जमाना आग्या अक जिब मोलड स्यार के नकल मारण लागगो जिब चाला ना होग्या ? अब यो कहणा सैअक छाज तै बोल अर छालणी भी जिसमें बहतर छैक । मेरे यार मोलड अर नक्ला क के मांगे ।

मोलड : अरे भाई तेरी तै छूट सै । तू तै भाई क्यां है में होले नकलों में होले चाहे क्यांहे में हो ले ।

सुन्दर : अरे रावण के क्यूं मेरे तै पाड पडवावे से ? अरे बावले में कहण भी लागग्या ते तेरा पता नहीं पावेगा ।

मोलड    क्यूं भाई तू इसा के सिस होग्या अब मूलकी लाट होग्या अक तेरे आगे ठहरा  ना जा । अरे  भाई भाई के  ये अंग्रेजी बाल क्यूं बणावै  सै इसके । देखे  इसा लागे सै जाणू चुराहे पै सराई धरी हो ।

# बूढ़ा और उसके बेटे

झाडू : अरे भाई नेतू, के बेरूपया सा मेल कर रहा है मेरे यार ! दिखे क्यूंकर तै मूंह के ढाटा मार रहया सै, अर सारे हाथ पाइयां के दिखे क्यूंकर चिथडे बांध रहया सै ?

नेतू : अरे भाई तनै बात आ रसी सै, अक तेरी साल में कै चिड़था लिक्ड़ रहो सै ?

झाडू : भाई या तै न्यूंए लिकडैगी, तेरे के जलण हुया ?

नेतू : भाई जिस पै रामजी सूधा हो तै के तै बणै म्हारे सरीक्यां के जले तै ? तेरी भाई आच्छी गिरड रही सै अक भाई छोरे हो रे सैकुमावण ने, अर भाई तेरा तै पोली में चिलम बाजै सै ।

झाडू : भाई छोरे तं तेरे भी सै तू क्यूं हांडेसै पाहां फुडबावता ? न्यूं मारजागा कदै सी भरमता, अपर तनै सुख तै टुकड़ा नहीं मिले ।

नेतू अरे भाई म्हारे तं छोरे वो सै अपर हुए अर ना हुए बराबर सै । अक वा भी सुण, इतने भाई छोटे छोटे थे इतने खूब लाड चाह् करे । अर भाई अपने मुंह में तो काढ़ के उनका पेट भरा । आप भूके तिसाए रहे अपर उनका पूरा पाडा, अर भाई गुह मूत करा । न्यूं आस लाते अक इब हुआ चार बरस का । आगे ने होगा पांच बरस का । फेर भाई जिब जवान होगे तै भाई उनका ब्याह् करा । तू जाणे से अक ब्याह् में कितना खर्च हुया अर कितनी टूम चढ़ाई । पर भाई

म्हारे तैं इसे घर की आई सै अक सब ब्यांहे का भार सोटा हो गया ।

झाडू : जब होग्या ते के बस की बात सै भाई ? कदे घरां धन भी आवेगा अक या बात सै अक या ढलती फिरती छां सै भाई । कदे फेर आवेगी इब के ना तैं आगे ने ।

नेतू : अरे या बात हो तो जिब भी ? अपर बात एक बणी

झाडू : बा के मनैं भी बता ?

नेतू : भाई बा भी सुण । तेरे काम आवेगी । अक भाई जब छोरां का ब्याह हुआ ना, अर उसते आगले साल चाला होग्या । अर तैं भाई छोरे लागे खवे । पै के लखावण अर काम ने कहैं तो वे खाण ने आवें । लागे ओले सोले बोलण । भाई हमनें सोचा चलो रे इनकी खेलण खाण की उमर से आप समझ लेंगे । अर ते भाई वे ते होगे बोइडया की चाल में कदे साडी लावें कदे कुछ कदे कुछ । जब वा थारी चोधरन कुछ कहै ते उसने भी खूरकावण लाग जां । फेर मेरे ख्याल हुया अक भाई तो मामला उलटा होग्या अर छोरे के लुगाई का रंग चढ़ गया ।

झाडू : जिब के होग्या ? कदे तेरे ना चढ़या होगा ! भाई ये गधे के बच्चे आले तीन दिन सब में आवें सैं ।

नेतू अरे जिब ये तीन दिन आवें सै तैं के होग्या ? इसका मतलब यो थोड़ाए सै अक बेटा बाप ने बेटा कहण लाग जा ?